

BEFORE THE  
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

Citizens Redistricting Commission (CRC)  
Applicant Review Panel (ARP) Public Meeting

555 Capitol Mall, 4<sup>th</sup> Floor  
Sacramento, CA 95814

TUESDAY, SEPTEMBER 7, 2010  
1:00 P.M.

Reported by:  
Peter Petty

## APPEARANCES

### Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

### Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

### Candidates

Theresa M. Espana

Michael Ward

Vito Imbasciani

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P R O C E E D I N G S

MS. RAMIREZ-RIDGEWAY: Good morning. The hour  
being one o'clock, let's go back on record.

Our next Applicant is here, Ms. Teresa Espana.  
Welcome, Ms. Espana.

MS. ESPANA: Thank you.

MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

MS. ESPANA: I'm ready.

MS. RAMIREZ-RIDGEWAY: Very good, please start the  
clock.

What specific skills do you believe a good  
Commissioner should possess? Of those skills, which do  
you possess? Which do you not possess and how will you  
compensate for it? Is there anything in your life that  
would prohibit or impair your ability to perform all of  
the duties of a Commissioner?

MS. ESPANA: Thank you. Before I begin, I want to  
thank everyone, including all of the staff support,  
they've been tremendous. It's an honor to be here. I'm  
proud to be the sole female representation from Fresno,  
California, which is California's fifth largest city, home  
to the college of baseball champions, and other things.  
Also, the home of the Fresno Grizzlies, and I want to use  
this opportunity to congratulate the Sacramento River Cats  
for winning the Southern Division Pacific Coast

1     Championship.   The Grizzlies gave it a good shot.

2             A good Commissioner will possess an understanding  
3     of the opportunities and challenges that are before us.  
4     They will possess strong organizational time management  
5     and communication abilities, an appreciation for  
6     diversity, and ability to work and operate in diverse  
7     contexts, a strong understanding of the cultural and  
8     political complexities of contemporary California, as well  
9     as our history.

10            A good Commissioner will possess a passion for  
11    this undertaking, including a passion for our democratic  
12    system, democratic process, democratic values and  
13    especially democratic participation.

14            A good Commissioner will possess a commitment to  
15    values of transparency, fairness, inclusion, and also a  
16    willingness and commitment to abiding by laws, such as the  
17    Voters First Act, our Constitutions, and the Voters Act of  
18    1965.

19            A good Commissioner will also possess the  
20    appropriate analytic abilities, appropriate thought  
21    processes, reasoning, be able to apply law.  Also, be able  
22    to do different types of analysis, quantitative,  
23    qualitative, and freedom from conflicts that would impede  
24    our performance.

25            A good Commissioner will be accountable,

1 answerable to the public and to the State of California.

2 A good Commissioner will have the ability to make  
3 this process relevant to the public. Why are we doing  
4 this? Why does it matter? What does it mean to each of  
5 us, personally, and then collectively as a State?

6 A good Commissioner will demonstrate a commitment  
7 to being resourceful, efficient ways of working. I have a  
8 lot of nonprofit experience and that will be helpful.

9 A good Commissioner will be creative, adaptable,  
10 flexible, and an independent thinker.

11 In terms of the three primary qualifications,  
12 appreciation for diversity, ability to be impartial, and  
13 having the appropriate analytic abilities, I will quickly  
14 go down, touch on some points for each of those and then  
15 throughout our time together then I will go into more  
16 detail.

17 In terms of my own qualifications, I believe I  
18 have all of the qualifications that I mentioned.

19 One area that I could use some help and some  
20 guidance is in terms of statistical analysis. And I have  
21 spent a lot of time in my preparation for this interview  
22 understanding different types of analysis.

23 And in my field of work we do not often -- which  
24 is primarily educational, and arts, organizations and  
25 nonprofits, we don't -- I haven't been in positions where

1 we traditionally use mathematical comparisons and so  
2 forth.

3 But I started trying it out over the last couple  
4 of weeks and it's fun. I'm a very visual person and I  
5 like structures, and so the tables and so forth, and then  
6 doing the comparison. So, I am a quick learner and have  
7 already started working on that.

8 I am a member of the fastest growing ethnic  
9 population. Latinos make up 49 percent of the population  
10 in Fresno, and 37 percent in the State.

11 Fresno, as I mentioned, is the fifth largest city  
12 in California, there are over 100 languages spoken.

13 In 2000, according to Census information, 41  
14 percent of our population speaks a language other than  
15 English in the home, and 21 percent of our population was  
16 foreign born according to the 2000 Census.

17 I have lived, worked, and studied in Fresno, the  
18 San Joaquin Valley. I've lived there approximately 40  
19 years. And I lived in Santa Barbara for ten years. I  
20 moved there to go to graduate school and then fell in love  
21 with the American Riviera, as they call it.

22 I also lived and studied in London, England for  
23 six months, as a part of the Fresno State London semester.

24 Something else I thought about this morning, I  
25 have lived in California my entire life and I appreciate

1 its geographic diversity so much. While I have mainly  
2 been based in Fresno, the city limits, in addition to  
3 living in Santa Barbara, I am in our big cities a lot, and  
4 along the coastal towns, too. But I really like the  
5 cultural things we have, the museums and so forth in Los  
6 Angeles.

7 I was a 49ers ticket holder for 24 seasons, and a  
8 big baseball fan, so I am in San Francisco a lot.

9 One final point on this topic is that I have  
10 attended and taught at the State's diversely populated  
11 public school systems, from elementary, secondary,  
12 postsecondary, and attended and taught at the three public  
13 college systems, community college, State and University  
14 of California.

15 In terms of an ability to be impartial, I will  
16 demonstrate that more as we continue. I have learned a  
17 lot about being impartial in various volunteer capacities,  
18 employment capacities, educational capacities.

19 My academic training has helped me establish sound  
20 research methods, reasoning abilities, and using evidence  
21 to support my interpretations, as well as using credible  
22 and accurate resources.

23 Also, I'd like to quickly say that there was  
24 recently a situation, where I teach at Fresno Community  
25 College on a part-time basis, and there was an issue



1 involving academic freedom and a hostile classroom.

2 And that reminded me to go back and understand  
3 what my responsibilities are as an academic. I take that  
4 very, very seriously.

5 In terms of analytic skills, again, my research  
6 methods. As a member of the Historic Preservation  
7 Commission for the City of Fresno, it's my responsibility  
8 to compile info from a variety of sources, ask questions,  
9 listen, assess value, and significance of data and apply  
10 appropriate legal standards, and to work collaboratively.

11 I would complement the diversity of the Panel.

12 And there's nothing that would prohibit or impair  
13 my ability to perform.

14 MS. RAMIREZ-RIDGEWAY: We have less than ten  
15 minutes remaining.

16 Describe a circumstance from your personal  
17 experience where you had to work with others to resolve a  
18 conflict or difference of opinion? Please describe the  
19 issue, and explain your role in addressing and resolving  
20 the conflict? If you are selected to serve on the  
21 Citizens Redistricting Commission, tell us how you would  
22 resolve conflicts that may arise among the Commissioners?

23 MS. ESPANA: Thank you. I thought of several  
24 situations, but the one I would like to focus on happened  
25 a couple of years ago. There was a local candidate

1 running for office and I was interested in supporting this  
2 candidate, it was a fairly broad field, and I was trying  
3 to stay open-minded, but was leaning towards this  
4 candidate, and then a campaign mailer came that was  
5 addressing crime in our community, and I was uncomfortable  
6 with the way an image was used with the text. And which,  
7 for me, implied that there is a connection between certain  
8 ethnicities and crime in our valley. And that was very  
9 disappointing and I thought, okay, I have two choices, I  
10 can complete write off this candidate or I can contact the  
11 candidate.

12 I sent an e-mail, a warm, professional, explained  
13 where I was coming from, that I am trained as an art  
14 historian and it's my job to analyze visual culture,  
15 visual data, and explained how I felt and that I was  
16 disappointed.

17 I not only got an e-mail from the candidate, the  
18 candidate asked if they could call me. And we spoke and  
19 it was the most amazing experience to have someone be so  
20 accessible to me, and to take responsibility. The  
21 candidate said, you know, I see -- I see what you're  
22 saying. We did this quickly. Asked how I would do it.

23 And that has stayed with me that attitude that you  
24 don't write people off, that you be brave and you meet  
25 them halfway, and that you separate the issue from the

1 personality, and that you be fair.

2 That is something I would bring to -- towards  
3 resolving conflicts that may arise.

4 MS. RAMIREZ-RIDGEWAY: How will the Commission's  
5 work impact the State? Which of these impacts will  
6 improve the State the most? Is there any potential for  
7 the Commission's work to harm the State and, if so, in  
8 what ways?

9 MS. ESPANA: Thank you. Is it okay to find out  
10 how much time I have?

11 MS. RAMIREZ-RIDGEWAY: It's almost seven minutes,  
12 not quite.

13 MS. ESPANA: Thanks. I see three potential  
14 impacts. We're at this point because we are frustrated  
15 and we don't feel that we are fairly represented. And I  
16 have been using, if I can use a tool for a second, this  
17 image, it's a little electronic sign by San Durant, that  
18 says "We are the People" and that reminds me that we are  
19 the government, the citizens are the government, and our  
20 representation needs to be fair and equal.

21 And we are using this opportunity, which has many  
22 challenges, but so many more opportunities and we're using  
23 this to improve our government.

24 I think the work of the Commission will help  
25 preserve democracy, will help promote democracy, and will

1 improve it, and I'm happy to give more examples.

2 Potential harms, if the representation of the 14-  
3 member Commission lacks diversity, it could cause people  
4 to be further disengaged, to opt out.

5 If there are conflicts of interest on the panel,  
6 people could lose faith in the project and perhaps  
7 democratic means.

8 Also, if the panel lacks transparency, the  
9 Commission's work does, frustration will increase and  
10 participation will fade.

11 MS. RAMIREZ-RIDGEWAY: Describe a situation where  
12 you have had to work as part of a group to achieve a  
13 common goal? Tell us about the goal; describe your role  
14 within the group and tell us how the group worked or did  
15 not work collaboratively to achieve this goal? If you are  
16 selected to serve on the Citizens Redistricting  
17 Commission, tell us what you would do to foster  
18 collaboration among the Commissioners and ensure the  
19 Commission meets its legal deadlines?

20 Just under five minutes.

21 MS. ESPANA: Thank you. First of all, I love  
22 deadlines and I love big calendars. That is something I  
23 would make sure that we had to meet deadlines. If we had  
24 a master electronic calendar, that we all had constant  
25 access to, I think that would be helpful.

1 I would like to briefly tell you about working  
2 collaboratively with a group of colleagues in developing  
3 an exhibition when I worked at the Fresno Metropolitan  
4 Museum.

5 And I was the head of the program group and we  
6 were responsible for designing the exhibitions and  
7 programs to support the programs, like lectures. I had  
8 recently taken over that position and it was really  
9 important for me to make it a true democratic  
10 collaboration, where I operated as the facilitator and  
11 created the conditions for creativity and work, and I  
12 helped provide the structure, the deadlines. That's one  
13 place we used that big calendar.

14 It was really important for me to foster a sense  
15 of community, to be open-minded, and also to really  
16 support innovative means, innovative ideas and it was one  
17 of the best experiences I've ever had in my life.

18 MS. RAMIREZ-RIDGEWAY: A considerable amount of  
19 the Commission's work will involve meeting with people  
20 from all over California who come from very different  
21 backgrounds and very different perspectives. If you were  
22 selected to serve on the Commission, tell us about the  
23 specific skills you possess that will make you effective  
24 in interacting with the public.

25 MS. ESPANA: Thank you. I believe that I excel in

1 this area. I am a community college instructor and I have  
2 to be really good at designing a fair and a fun  
3 environment. I really encourage curiosity and  
4 transparency in the classroom.

5 And these skills would translate well into a  
6 public hearing, meeting with the public. I feel strongly  
7 that I have an ability to put people at ease. I am real,  
8 I am authentic and I try to make things accessible. And  
9 it would -- it would be a joy and an honor to bring my  
10 ability to prepare, treat people fairly, create settings  
11 that were both comfortable and familiar, and then add some  
12 new dynamics. I think that's how we get people, who have  
13 not participated before, to do so, by meeting them  
14 halfway, creating environments where people feel  
15 comfortable and then to facilitate it in a way that is  
16 non-threatening, and not intimidating, and that it's very  
17 inclusive.

18 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi?

19 CHAIR AHMADI: Yes, thank you.

20 Good afternoon, Ms. Espana.

21 MS. ESPANA: Hi.

22 CHAIR AHMADI: I have a few follow-up questions to  
23 your responses.

24 MS. ESPANA: Okay.

25 CHAIR AHMADI: You did mention some level of

1 detail when you described the skills for the Commissioners  
2 to have.

3 MS. ESPANA: Yes.

4 CHAIR AHMADI: One of which was understanding the  
5 challenges that are ahead of us, and I believe you were  
6 referring to challenges that the Commission will face or  
7 is facing as part of its responsibility and its work.

8 Could you please elaborate on, in your mind, what  
9 are some of those challenges and how would you overcome or  
10 what would you do to overcome those challenges, or meet  
11 those challenges?

12 MS. ESPANA: Okay, thank you.

13 CHAIR AHMADI: Sure.

14 MS. ESPANA: I see a potential challenge in terms  
15 of I know that in November there is another initiative  
16 that, if I'm not mistaken, would undo what Prop. 11 did.  
17 So, that is a challenge as we build this Commission right  
18 now.

19 In terms of other challenges --

20 CHAIR AHMADI: Let me -- let me stop you for a  
21 second.

22 MS. ESPANA: Oh, okay.

23 CHAIR AHMADI: I want to make sure that I  
24 understood your response?

25 MS. ESPANA: Okay.

1 CHAIR AHMADI: So, what role do you see the  
2 Commission having in relation to the -- I believe you  
3 mentioned there's another proposition that's coming up. I  
4 don't want to get into the detail because, you know, this  
5 interview is not supposed to talk about, you know, things  
6 outside of our, you know, thought.

7 MS. ESPANA: Sure.

8 CHAIR AHMADI: But when you say, for example, in  
9 terms of challenges for the Commission, what do you think  
10 the Commission should do or what do you think the  
11 Commission will do to meet that challenge?

12 MS. ESPANA: I don't -- oh, sure. I don't think  
13 that we have any control over what happens, but in terms  
14 of moving forward I think there's knowledge, at least in  
15 my mind, that --

16 CHAIR AHMADI: Okay, just understanding that  
17 there's work in play?

18 MS. ESPANA: Yes.

19 CHAIR AHMADI: Okay.

20 MS. ESPANA: And then you asked about deadlines.  
21 Can you please repeat that?

22 CHAIR AHMADI: Any challenge you can think of as  
23 part of the Commission's work?

24 MS. ESPANA: Well, once we -- once the Commission  
25 forms, it will be so critical to take an overview. And



1 for me, again, a big, visual overview to understand the  
2 amount, the deadlines that we have, what we need to do,  
3 and then break that down.

4 And I don't know, yet, of course, but I am  
5 assuming that there will be challenges where we will have  
6 to work long days and such. And I'm ready for that  
7 challenge. I am really good at pacing myself, but I do  
8 see it as something that we need to be constantly thinking  
9 about.

10 CHAIR AHMADI: Okay. And I believe you, when you  
11 say you're ready for that, you mean in terms of time  
12 commitment?

13 MS. ESPANA: Absolutely. And I have a flexible  
14 schedule.

15 CHAIR AHMADI: Okay. You're teaching part-time?

16 MS. ESPANA: Yes.

17 CHAIR AHMADI: At Fresno Community College?

18 MS. ESPANA: Yes.

19 CHAIR AHMADI: Okay. What about challenges or do  
20 you see any challenge in identifying communities of  
21 interest?

22 MS. ESPANA: Yes and no. I believe that with the  
23 skills that will be available on the Commission that --  
24 that we can all put our minds together, if I were to be a  
25 part of that, and that we have the skills to meet with

1 people, network. We have so many resources available  
2 online to determine which -- where to do, that all types  
3 of communities are represented.

4 It could be challenging in the sense that there --  
5 there might be communities that are harder to reach and  
6 that we might not know how to do it, but that we can  
7 figure that out with creativity and collaboration, and  
8 reaching out using nonprofits as the way have been done  
9 for this, that we can do it.

10 CHAIR AHMADI: Using nonprofits, you mean like  
11 community organizations to outreach to the people?

12 MS. ESPANA: Sure. Communities of faith, farmer's  
13 markets, we really need to head out and find these places  
14 and also ask for support from the public.

15 CHAIR AHMADI: What type of information would you  
16 be interested to collect?

17 MS. ESPANA: The communities that should be  
18 included or perhaps, more accurately, defining what we  
19 mean by that and how to go out -- how to do the outreach.

20 CHAIR AHMADI: So, once you -- let's assume that  
21 you -- the Commission decided on an outreach approach or  
22 plan.

23 MS. ESPANA: Yes.

24 CHAIR AHMADI: And then you're out in the  
25 communities, in public hearing.

1 MS. ESPANA: Uh-hum.

2 CHAIR AHMADI: What kind of information do you  
3 think the Commission should ask for or should solicit for  
4 it to be able to make the best decision for the residents?

5 MS. ESPANA: Oh, it's really important, first of  
6 all, to make sure that we all understand what the  
7 objectives are and then to ask the public to think about  
8 their current legislative districts, and how they work and  
9 don't work for them, and to ask for input on how we can  
10 more fairly redraw the lines. Those are the types of  
11 questions I would like to see us asking.

12 CHAIR AHMADI: And I'm sure that you are  
13 discussing this within the context of challenges that the  
14 Commission has to meet, so you think this is the most  
15 challenging aspect of the work that the Commission will  
16 do?

17 MS. ESPANA: Oh, no, I think this will be --  
18 there's challenge in everything, but I think this will be  
19 one of the richest parts of being on the Commission.

20 CHAIR AHMADI: You mentioned a few times, you  
21 know, you shared information about Fresno, your city?

22 MS. ESPANA: Uh-hum, yes.

23 CHAIR AHMADI: You mentioned that you are the only  
24 female from Fresno in the pool of candidates at this  
25 point.

1           But you also mentioned, in response to question  
2   number three you also mentioned that we are -- I'm just  
3   using your words, "we are frustrated, we are the  
4   government."

5           Could you elaborate on that, what do you mean, who  
6   is the "we"?

7           MS. ESPANA: I'm thinking of citizens and  
8   residents, people who live in the State and who live in  
9   Fresno.

10          I was talking to my mom last week, by phone, and  
11   we both had trouble, and we are both very engaged and  
12   informed, and we both -- and we participate in the  
13   political process. But we both had trouble remembering,  
14   wait, is this my senate person, is this -- it can be very  
15   confusing, even for those of us who are privileged and to  
16   have access to information, whether it be through the  
17   internet and so forth.

18          And it's -- there's frustration on that level  
19   because people are confused.

20          And I heard from a colleague, who lives in the  
21   foothill community near Yosemite, and that person felt  
22   that so often the Legislator for a certain district lives  
23   in the urban area of the district, rather than the rural,  
24   and felt that they didn't get adequate representation in  
25   rural areas. So, frustration in that way.

1 CHAIR AHMADI: Okay. Okay, thank you. I may have  
2 a follow-up question on that, but let me just ask you  
3 another question that I was planning to ask.

4 MS. ESPANA: Okay.

5 CHAIR AHMADI: And this is based on your  
6 application material. You mentioned that your  
7 grandparents emigrated to this country under harsh  
8 circumstances to enjoy the freedom that they can have in  
9 this democracy.

10 And you say that that event had a great impact on  
11 the formation of your political identity.

12 Can you tell us how you define political identity?

13 MS. ESPANA: Thank you.

14 CHAIR AHMADI: In general?

15 MS. ESPANA: I love thinking about identity,  
16 issues of identity. In terms of political identity, I  
17 think of the term "political" which I think can have so  
18 many different connotations. I think of the term meaning  
19 being informed, being engaged and participating. That  
20 is -- and knowing the system that you come from, and its  
21 history, and that is what I mean by political.

22 My -- I just remember, growing up, hearing the  
23 term "citizen" used so often. I remember when my  
24 grandmother was studying for citizenship and it was -- it  
25 was so inspiring and it really caused me to want to be

1 informed, to be engaged, and to participate to make our  
2 system of government work.

3 CHAIR AHMADI: So, could you tell us how this  
4 experience may influence your role on the Commission?

5 MS. ESPANA: It's really important to me that as a  
6 community, as a state, as a nation that we understand that  
7 we are politically literate, because it is a collective  
8 system of governing or it's a system meant to be a  
9 collective body, and we have representatives.

10 And I believe that people have the passion, have  
11 time, and have a commitment to service and that we have to  
12 make sure that our political systems are systems -- are  
13 government institutions that they are comprehensible to  
14 us, that we can understand.

15 I think that when people don't understand they  
16 disengage and that's -- I'm hoping that the Commission can  
17 be part of the way to increase political literacy,  
18 understanding of our government.

19 CHAIR AHMADI: Okay, thank you.

20 One last question.

21 MS. ESPANA: Okay.

22 CHAIR AHMADI: How much time do we have?

23 MS. RAMIREZ-RIDGEWAY: About seven minutes.

24 CHAIR AHMADI: Thank you.

25 Could you tell us -- I'm just curious, could you

1 tell us, please, what resources or individuals did you  
2 consult with when completing your application?

3 MS. ESPANA: In completing my application, I don't  
4 believe I consulted anybody to complete it, outside of the  
5 website.

6 CHAIR AHMADI: Okay.

7 MS. ESPANA: But I did it by myself.

8 CHAIR AHMADI: Okay. Thank you so much, no more  
9 questions.

10 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

11 VICE CHAIR CAMACHO: Thank you.

12 Good afternoon, Ms. Espana.

13 MS. ESPANA: Hi.

14 VICE CHAIR CAMACHO: You stated that "we have  
15 endured a legislative redistricting process that has  
16 failed the test of fairness" with your application. How  
17 did you come to this conclusion?

18 MS. ESPANA: I'm sorry, can you repeat the very  
19 beginning of it, you said --

20 VICE CHAIR CAMACHO: No problem. You stated in  
21 your application that "we have endured a legislative  
22 redistricting process that has failed the test of  
23 fairness." How did you come to this conclusion.

24 MS. ESPANA: Thank you.

25 VICE CHAIR CAMACHO: Okay.

1 MS. ESPANA: I see that the process has failed us  
2 because of being in the community and talking to people,  
3 and also staying very informed through newspapers  
4 throughout the State, from the larger urban areas, and the  
5 Sacramento Bee, of course, and local.

6 I also like Twitter a lot and it's a really good  
7 way to collect information from throughout the State, from  
8 nonprofits, and those citizen activist groups and so  
9 forth, and I use that to help me to stay informed. And I  
10 see a lot in the feeds that I subscribe to, that people  
11 are -- they don't feel that the current districting system  
12 works.

13 Also, as a member, for 18 years, of California's  
14 Green Party, one of the issues that the party discusses a  
15 lot at the local level and beyond is representation and  
16 the two-party system. Excuse me one sec. And that  
17 perhaps a system that more accurately represented voices.

18 So, the discussion among third parties about  
19 proportional representation in districts, and so forth, is  
20 something that has informed my understanding and has --  
21 you know, I try to get different points of view and I do  
22 because I am not a member of the major party, so there is  
23 that process. And then there are ideas from other  
24 parties, and so forth.

25 And so, that is how I have come to this



1 conclusion.

2 VICE CHAIR CAMACHO: Okay. You were talking about  
3 proportional representation. What -- can you give me your  
4 understanding or what you meant by proportional  
5 representation?

6 MS. ESPANA: Sure. It's where designing a  
7 district where it's not winner take all. And from what I  
8 have read, and sorry I don't have the sources written down  
9 to mention them, but as I understand with the current  
10 winner-take-all system leaders feel party leaders, grass  
11 roots democracy leaders feel that our voices would be  
12 better represented if it wasn't a winner-take-all system,  
13 where the seats among the Legislators, where there was a  
14 system where if, say, a Green candidate got 30 percent of  
15 the vote, they would have 30 percent of the power and  
16 Democrats 40, and so forth.

17 That's my understanding. I know that there are  
18 different ideas out there and I've been talking to people  
19 and asking them about this. I have some friends,  
20 colleagues in Fresno, who are also members of the Green  
21 Party, and this is an issue that they discuss a lot.

22 VICE CHAIR CAMACHO: Okay. As you indicated, that  
23 you're one of the other party affiliations.

24 MS. ESPANA: Yes.

25 VICE CHAIR CAMACHO: How do you see your role on

1 the Commission, if you're a Commissioner?

2 MS. ESPANA: My role would be the same, but  
3 because I am a member of a third party that doesn't get a  
4 lot of press coverage, and that doesn't feel adequately  
5 represented, that is something that will inform the way I  
6 approach this and the way I help the group think about who  
7 are we not thinking about? Who isn't being included?  
8 That awareness and that experience understanding deeply  
9 what it means to not see my voice represented in the way  
10 that I want, that will serve me well if I were to be a  
11 member of the Commission.

12 VICE CHAIR CAMACHO: Do you think political  
13 affiliation should be included as a community of interest?

14 MS. ESPANA: I'm sorry, in what way?

15 VICE CHAIR CAMACHO: Like representation for the  
16 Green Party, and for decline to state, and the Republican  
17 Party and the Democratic Party, do you think those are  
18 interests that should be looked at also?

19 MS. ESPANA: In terms of getting public input?

20 VICE CHAIR CAMACHO: Public input, drawing the  
21 lines?

22 MS. ESPANA: Oh, absolutely. Absolutely. I was  
23 thinking the past week that a good part of my political  
24 education, my understanding of my system of government  
25 comes from being active in party politics. I was a

1 Democrat before I changed to the Green Party and I learned  
2 so much from that. And I traditionally take a behind-the-  
3 scenes role, that this is a huge stretch for me, I have to  
4 tell you. I tend to enjoy a lower profile.

5 So, I often have -- if there's a candidate that  
6 I'm interested in, you know, I want to lick envelopes, and  
7 seal them, and put stamps, and that kind of thing, and  
8 help manage the office and the volunteers and so forth.

9 And through that I have had opportunities that I  
10 might not have otherwise.

11 In 1984, I believe it was, I was an alternate  
12 delegate for Gary Hart, to the Democratic National  
13 Convention, it was in San Francisco, and it was the  
14 convention where Reverend Jackson spoke, and Geraldine  
15 Ferraro was nominated.

16 And I was standing next to a local reporter, there  
17 on the convention floor in San Francisco, and I remember  
18 she said to me, "I never thought I would see this day,  
19 where a woman would be nominated to be vice president."

20 And that stays with me, those experiences, and I  
21 learn so much. I am just so impressed by people who  
22 really, really know the issues deeply, the intricacies,  
23 the legal regulations, and so forth.

24 And I think that party activists, party members  
25 are so well informed and so engaged, and that absolutely

1 we need to include all party organizations in the  
2 feedback, the input process.

3 VICE CHAIR CAMACHO: If, perchance, there's a law  
4 or there is your legal counsel comes to the Commission and  
5 states that you're unable to look at party affiliations  
6 when you are drawing district lines, would this be an  
7 issue for you?

8 MS. ESPANA: If that was the legal?

9 VICE CHAIR CAMACHO: Yes.

10 MS. ESPANA: I don't anticipate that it would be.  
11 I want to do -- I want to better understand all of the  
12 legal regulations and I -- you know, I, of course, would  
13 want to hear the reasons why and I -- I do trust expert  
14 opinion on those things and I -- it's very important to  
15 abide by the law, what the law is. And that if that was  
16 something that just -- you know, it's hard to kind of  
17 imagine like all the contextual items that would take  
18 place.

19 But if -- the great thing about our nation is that  
20 if we disagree with a law, then we can change it. And I  
21 would -- you know, that's something I would think about  
22 for, you know, 2020.

23 VICE CHAIR CAMACHO: Okay. How would you  
24 describes the effects on diversity of your course for the  
25 Upward Bound Program at Central High School?

1 MS. ESPANA: The affects?

2 VICE CHAIR CAMACHO: Yes.

3 MS. ESPANA: Of diversity.

4 VICE CHAIR CAMACHO: On diversity, of your course  
5 for the Upward Bound Program at Central High School?

6 MS. ESPANA: And are you speaking of affects on  
7 me?

8 VICE CHAIR CAMACHO: On you, on what you saw in  
9 your class?

10 MS. ESPANA: Thank you. I was working for a  
11 terrific organization at the time, Reading and Beyond,  
12 which is interested in literacy, and youth and adults, and  
13 in serving under-served populations. And I was asked to  
14 teach -- I think I was teaching 12 classes every week.

15 And I had not worked with a high school-aged group  
16 in a formal education environment before, and I was a  
17 little nervous, I will admit, but it was so fantastic  
18 because I got to stand up in the room and to learn about  
19 the students, and their origins, and to see how supportive  
20 they were of each other.

21 And one -- it was -- essentially, it was teaching  
22 college prep skills. And I remember at one point we were  
23 working on -- they were drafting the essay that one often  
24 has to write for college, and I -- they were having  
25 trouble coming up with, oh, you know, what can I say about

1     myself?

2                 And I remember at one point standing there and I  
3     said, look around, look at the diversity in this  
4     classroom, it is so great. This is an asset, this is  
5     something you have to talk about in your college  
6     application, or this is a suggestion I have that you can  
7     talk about.

8                 And I think what was probably somewhat stunning is  
9     that they -- they were so used to a very international,  
10    diverse community that they didn't -- they didn't even  
11    know that it wasn't the norm, I think. That I said, we  
12    live in Fresno, there are over a hundred languages spoken  
13    here, this is -- this is a beautiful thing.

14                And that really inspired me to --

15                MS. HAMEL: Five minutes.

16                MS. ESPANA: -- really appreciate our diversity  
17    and to ensure that there are leaders, that there are  
18    representatives, and so forth, that look like us and have  
19    similar cultural experiences.

20                Because I think then we will have a more fair  
21    system of representation.

22                VICE CHAIR CAMACHO: Thank you. That was my last  
23    question.

24                MS. ESPANA: Thank you.

25                MS. RAMIREZ-RIDGEWAY: Ms. Spano?

1 PANEL MEMBER SPANO: Good afternoon.

2 MS. ESPANA: Hi.

3 PANEL MEMBER SPANO: In this program, was this  
4 high degree of acceptance of diversity characteristic of  
5 the student body or more by students in the Upward Bound  
6 Program?

7 MS. ESPANA: It was reflective of the student body  
8 there at Central High.

9 PANEL MEMBER SPANO: To what do you attribute the  
10 acceptance of diversity by the students? I know you  
11 mentioned it was the international feel.

12 MS. ESPANA: Yes. It was -- it was clear to me,  
13 and I didn't work with people at Central High that are not  
14 in this Upward Bound Program, but I had -- I'm thinking, I  
15 just was looking at my grades the other day and thought,  
16 wow, I had a lot of students. I think I maybe had 60  
17 students or 70 students.

18 And I believe that the collaborative nature of the  
19 program that they are in for a year, well, they do it kind  
20 of in a cohort manner, and you can join, say, in 10<sup>th</sup> grade  
21 and go through 12<sup>th</sup>, or 9<sup>th</sup> and so forth.

22 There was an intentional mixing of ages and  
23 grades, so there were all sorts of types of diversity  
24 within this group and I think the fact that they had been  
25 through so much together and they were -- you know, the

1 other thing that really struck me was that these students  
2 come from very modest means. They have so many challenges  
3 facing them economically, educationally. They are all  
4 attempting to be first generation college graduates.

5 And I am a first generation college graduate. And  
6 it was hard for me to get through, particularly those  
7 beginning years, because I didn't know what I was doing.  
8 I didn't even know what graduate school was until maybe my  
9 second to the last year. And I was really lucky, I had a  
10 modest middle income upbringing and I had access to --  
11 I've always lived in a home, except on my own and I've  
12 lived in an apartment, and I've always had access to  
13 healthcare.

14 And I've always had access to our public school  
15 system and I was encouraged to attend college.

16 These students have, it's so much harder than I  
17 do. And I think that when a community experiences those  
18 things together that the best in them can come out and  
19 they were so supportive of each other.

20 And I think the fact that they're in a program to  
21 try to improve access, the access that they have, that  
22 that strengthened them.

23 PANEL MEMBER SPANO: How important was it for  
24 these students to have teachers from diverse ethnic,  
25 racial and cultural backgrounds?



1 MS. ESPANA: Well, I can speak about what it means  
2 to me.

3 PANEL MEMBER SPANO: Uh-hum.

4 MS. ESPANA: I really like having grown up with  
5 two cultures, Western European traditions, Mexican  
6 traditions, and it -- because I have had darker skin, I'm  
7 usually recognized as a person of color, that is something  
8 that really sticks, that informs my experience of the  
9 world. And it's -- it can be really hard to not see  
10 people that look like me, or have had the same  
11 experiences.

12 And it matters. I was thinking yesterday, at the  
13 train station -- I love the train station, by the way. I  
14 was thinking that I have been so lucky, I have had really  
15 great mentors and it's very helpful to have female  
16 leadership to see, to model, particularly in professional  
17 and academic contexts.

18 So, it's -- it's important for me to have a mix of  
19 leaders and role models, and it's really helpful to have  
20 people that look like me that it inspires me.

21 PANEL MEMBER SPANO: Going back to that point, I  
22 know you mentioned earlier about being darker skinned, and  
23 you state in your application as a young dark-skinned  
24 Latino who spoke English and some Spanish, you quickly  
25 learned what it meant to be different other than -- and a

1 minority. And you wanted to fit in, of course, but at the  
2 same time it felt wrong to separate yourself from the  
3 culture that you knew and loved.

4           Knowing what you know now, what would you tell  
5 your younger self about feeling different and fitting in?

6           MS. ESPANA: Thank you.

7           PANEL MEMBER SPANO: Uh-hum.

8           MS. ESPANA: I would tell myself that being  
9 different is beautiful and that it is an asset.

10          PANEL MEMBER SPANO: Do your diverse students also  
11 experience the conflict of feeling like they must reject  
12 their background and upbringing to fit in?

13          MS. ESPANA: I -- yes, yes. I taught, at the last  
14 minute, a summer art history class at Fresno City College,  
15 and it was such a wonderful experience, perhaps the best  
16 teaching experience I've ever had. And afterwards it was  
17 a midday class, we met every day, and it was -- it was  
18 really nice, the environment was really nice, and I had a  
19 lot of students stay after class and talk.

20          I mean, one day I was over two and a half hours  
21 talking to one student, or an hour, and so forth. And  
22 students shared information that I will keep confidential,  
23 but sharing -- you know, we found things in common and  
24 they opened up.

25          And I know, too, when I've had the students keep

1 journals, that they have also revealed things to indicate  
2 that it's -- it can be hard to understand how you fit and  
3 that if you have -- if you have ways of doing things that  
4 may be different from more dominant cultures, it can be  
5 really hard to know what -- I don't know what to do.

6           And if I could actually, quickly say this, I  
7 didn't have help writing my application, but I was  
8 contacted by one of the outreach groups, I don't know how  
9 to pronounce the acronym, the National Association of  
10 Latino Elected Officials, and they had a handout, and  
11 to -- they suggested tips on preparing for the interview.

12           And I was so grateful for that because nobody in  
13 my family has done this before and it's really nice to  
14 have that kind of guidance to know, okay, these are --  
15 this is the protocol, you know, think about this, think  
16 about that. That that was really critical to help me  
17 understand that I have a really valuable place at this  
18 table.

19           PANEL MEMBER SPANO: As an educator, what's your  
20 role in your diverse students' process of discovering how  
21 they fit into the greater society?

22           MS. ESPANA: It's so important for me, as an  
23 instructor, to make the course relevant. I was re-reading  
24 our college's mission and vision the other day, and  
25 writing my -- deepening my understanding of the academic

1 freedom and my responsibilities, and I was so happy that  
2 there was text in our mission, I don't think I wrote it  
3 down, that I brought it with me, but it talked about that  
4 one of -- a part of our mission as a community college is  
5 to -- I wish I had written this down. But it talked about  
6 citizenship, to help the students become good citizens or  
7 something, and I thought, yes. Because it's so important  
8 to be real to the students and it's so important to say  
9 this is what we're going to learn in this class, the  
10 analytic, the interpretation skills, this is stuff you can  
11 take with you anywhere you go.

12           And I talk about other academic disciplines, how  
13 to use interpretation, how these skills are transferable.  
14 And then I always mention what if there's something you  
15 want to change in your community, you need to be able to  
16 write a letter. It's one way I try to trick them into  
17 learning to write.

18           And it's -- I always connect what we are doing to  
19 how it relates to their academic career, their personal  
20 life, and their professional life. I like making those  
21 connections and taking a holistic approach, you know. I'm  
22 not perfect by any means, but I really try to make sure  
23 that we connect what we're doing to the society at large.

24           PANEL MEMBER SPANO: And using this skill of  
25 connection, how do you plan to connect this experience to

1 the work of a Commissioner?

2 MS. ESPANA: I look forward to the public hearing  
3 part, if I were to be selected, and I would use the  
4 facilitation skills I have. I would -- if, for example,  
5 we were having a town hall type of meeting, I would want  
6 to be out there and talking to the people, maybe do a kind  
7 of Oprah or Donahue, from my era, that, you know, makes --  
8 I move around a lot in my classroom and I like to make  
9 sure that there aren't physical separations.

10 You know, I think so much about how to create an  
11 environment that not only is fair and equal, but that  
12 looks like it. I like the way, for example, the Panel's  
13 tables are -- you know, there's kind of this circle. I  
14 mean, those types of things to me are so important,  
15 besides the facilitation skills in me, the goal of making  
16 the process inclusive.

17 Because I think it's really important to, while  
18 we're thinking about democracy, that we model democracy in  
19 how we do things.

20 PANEL MEMBER SPANO: Uh-hum.

21 MS. ESPANA: So, I believe being an educator, that  
22 it would be great to have an educator on the panel and I  
23 would be happy to be that person.

24 PANEL MEMBER SPANO: What are the potential  
25 challenges that you see in going out to solicit public

1 input in some of the more dense areas of the State?

2 MS. HAMEL: Five minutes.

3 PANEL MEMBER SPANO: Thanks.

4 MS. ESPANA: Parking is probably, and traffic are  
5 two things that come to mind.

6 In the denser areas it -- that makes me think it  
7 would be really important to have representation on the  
8 panel for people who have experienced, lived in those  
9 contexts, the denser population.

10 I would want to talk to people who do live in  
11 denser areas and talk about what we're doing, and there's  
12 always so much wisdom from the street or, you know,  
13 professional -- colleagues and so forth about, oh, I've  
14 worked in that area and blah, blah, blah, you know, this  
15 would be great.

16 So, I would -- I would, of course, want to know  
17 the area better and understand potential challenges, and  
18 visit beforehand, if possible, to get a sense of that.  
19 And I try to do that.

20 I came up yesterday by train, as I mentioned, and  
21 it was nice to be acclimated, to get a feel for the town.  
22 I like to walk through it, experience it spatially  
23 because, you know, I can find all sorts of stuff on the  
24 internet, but I think it's important to experience it.

25 So, I would have to think more about the types of

1 challenges, but I like the question.

2 PANEL MEMBER SPANO: Okay. I have one question,  
3 and I know I'm running out of time, so do your best at it.

4 MS. ESPANA: Okay.

5 PANEL MEMBER SPANO: Describe for us your  
6 experience handling conflict between opposing groups. In  
7 your examples, please identify who was involved, what were  
8 the issues and how the conflict was resolved?

9 MS. ESPANA: Opposing groups. The first thing  
10 that comes to mind is, and I -- I don't know if opposing  
11 is maybe, perhaps too strong of a term for this particular  
12 situation, but we had a recent issue come before the  
13 Historic Preservation Commission and it was -- it was  
14 emotional in certain ways.

15 The applicants were, you know, very committed to  
16 what was -- what they had requested to be nominated, and  
17 then there was the city that was involved and it said,  
18 yeah, we're totally supportive of this. However, here are  
19 some issues with the property owners of the area had  
20 expressed opposition to the application, the nomination  
21 for our mall.

22 And again, I will have -- I knew people, one of  
23 the applicants was my instructor in 1989, when I was on  
24 the London Semester, and I worked as an intern and then  
25 briefly as an assistant to a council member in '88, I

1 believe. And so, you know, I had had long relationships  
2 with people on both sides, though not, you know, we go out  
3 to dinner type thing.

4 And I just -- I had to think I have to do a job.  
5 I have the guidelines in front of me, this is the  
6 question, I have to separate the people from the issues  
7 and I have to think about the issues.

8 MS. HAMEL: One minute.

9 MS. ESPANA: Does that answer it?

10 PANEL MEMBER SPANO: Sure, thank you.

11 MS. ESPANA: Thank you.

12 MS. RAMIREZ-RIDGEWAY: Panelists, are there  
13 follow-up questions?

14 CHAIR AHMADI: Not from me.

15 VICE CHAIR CAMACHO: No.

16 MS. RAMIREZ-RIDGEWAY: I just have a couple of  
17 questions for you, Ms. Espana.

18 MS. ESPANA: Okay.

19 MS. RAMIREZ-RIDGEWAY: I noticed in reading your  
20 application that you're a member of Fresno's Historic  
21 Preservation Commission?

22 MS. ESPANA: Yes.

23 MS. RAMIREZ-RIDGEWAY: And what does the  
24 Commission do?

25 MS. ESPANA: We are responsible for promoting,



1 preserving and improving the cultural resources of Fresno,  
2 and that primarily involves the built environment. It  
3 involves a lot of structures and buildings.

4 And we are to make recommendations using our  
5 different expertises, and we are to -- when we have a  
6 matter before us, we have to take all -- include the  
7 community, of course, abide by the Brown Act, and make  
8 decisions on applications that are brought before us.

9 And generally, the applications regard a historic  
10 property of some sort, either someone might want to  
11 nominate it to one of the registers, local, national, or  
12 they might want to make a change and we have to make -- to  
13 a historic property and we have to make a decision on  
14 whether or not that change can take place.

15 And then we also are presented with applicants who  
16 want to de-list a historic property, a heritage property,  
17 and so we have to decide whether or not what they are  
18 requesting, if it's within the law, within the guidelines,  
19 and so forth.

20 That's essentially what we do.

21 MS. RAMIREZ-RIDGEWAY: So, does the Commission  
22 make those decisions or are you making recommendations to  
23 the city council or the county board of supervisors?

24 MS. ESPANA: Yes, it's with the city council,  
25 we -- for an item, such as nominating property to the --

1 to a historic register, then the council -- we recommend  
2 to the council that they move forward on our  
3 recommendation. And so, the council takes the final  
4 action.

5           There is a situation, I've served about a year and  
6 a half, and we had a situation, recently, where we got our  
7 first modern, mid-century modern residential structure  
8 listed, and I remember the staff, you know, the City  
9 Historic Preservation staff saying, as a reminder, this  
10 does not need council approval because there are less  
11 rigorous standards for a heritage property.

12           And so, those sorts of things don't have to be  
13 approved by the council.

14           MS. RAMIREZ-RIDGEWAY: And so, how did you come to  
15 serve on the commission?

16           MS. ESPANA: Well, you know, it's a couple of  
17 things. I had talked to the mayor, and talked about what  
18 I did, and this was during the kind of campaigning season,  
19 and then I did some walking of neighborhoods when it  
20 wasn't too hot, and so when it was time -- one of the  
21 things is that the commissions and boards in Fresno were  
22 not fully filled, these are volunteer positions, and so  
23 when it was time to start filling the seats, because of my  
24 art history background, art and architecture background, I  
25 was asked if I wanted -- was interested in volunteering on

1 a commission, and I expressed interest in the Historic  
2 Preservation Commission. And so, I was nominated and then  
3 confirmed.

4 MS. RAMIREZ-RIDGEWAY: And who made the  
5 appointment, the mayor or the city council?

6 MS. ESPANA: The mayor, yeah.

7 MS. RAMIREZ-RIDGEWAY: But it's not a paid  
8 position?

9 MS. ESPANA: Oh, no. We get \$25 a month because  
10 we have to travel and see the sites.

11 MS. RAMIREZ-RIDGEWAY: Okay. As you know, the  
12 Bureau of State Audits is in the process of promulgating  
13 some new regulations that interpret provisions of the  
14 Voters First Act, that provide for some prohibitions on  
15 the Commissioner's ability to serve in certain appointed  
16 or elected positions after they're selected to serve.

17 And it doesn't sound to me like that is an issue  
18 for you. But if it was, I need to make sure that in the  
19 event you are asked to resign from the Historic  
20 Preservation Commission you would be willing to do so in  
21 order to serve on the Citizens Redistricting Commission?

22 MS. ESPANA: Yes. And I have informed the chair  
23 that were that -- an offer to be made, that that is what I  
24 would do.

25 MS. RAMIREZ-RIDGEWAY: And I don't know that that

1 would apply to you, but I just wanted to make sure you're  
2 flexible on it. Some people might say no, I can't do  
3 that.

4 MS. ESPANA: Absolutely. If I can just say really  
5 quickly it was -- at first I thought, as I interpreted it  
6 I thought, oh, no, I won't be able to stay on the Historic  
7 Preservation Commission, but this important enough to me  
8 and I do not want to in any way have a real or perceived  
9 conflict of interest. So, I am completely willing to do  
10 what is asked.

11 MS. RAMIREZ-RIDGEWAY: Okay. You talked quite a  
12 bit about outreach and reaching different segments of  
13 California's populations and particularly, I think, you  
14 talked about reaching minority groups. I wonder if you  
15 have any specific ideas, aside from the layout of the room  
16 and maybe doing it Phil Donahue style, which I have to say  
17 I'm a Phil fan, too.

18 MS. ESPANA: All right.

19 MS. RAMIREZ-RIDGEWAY: I wonder if you have any  
20 ideas about the Commission's outreach efforts, have you  
21 thought about that at all?

22 MS. ESPANA: I have. I have. I am someone who  
23 really enjoys thinking about systems of communication and  
24 no matter where I am, whether it's my personal life, or my  
25 professional life, communicating is so critical. And in

1 terms of outreach, it's important for us to think about  
2 ways that people get information and our outreach must  
3 think of untraditional ways that people get media and the  
4 different ways.

5 I read a ton of newspapers every day, and I read  
6 journals, and so forth. I collect that through Twitter.  
7 So, I almost never see a physical newspaper and I don't  
8 listen to radio. And so, there are gaps in how -- you  
9 know, what types of information that I get, and we need  
10 to, I believe, consider that, consider the different ways  
11 that people get information and get notification.

12 And it's going to be really important for the  
13 Commission to be able, first and foremost, to explain what  
14 we're doing and then do the outreach, and have multiple  
15 channels of communication, and to think outside of our own  
16 lives. Because I am such a digital person, there are  
17 other people who don't go near that and so -- or don't  
18 have access. And so, we have to figure out, okay, how do  
19 we reach these communities?

20 So, I would really concentrate on one of the areas  
21 I would concentrate is thinking how do we communicate, how  
22 do we tell people what's going on.

23 MS. RAMIREZ-RIDGEWAY: Very good.

24 Panelists, do you have additional questions?

25 CHAIR AHMADI: I don't.

1 VICE CHAIR CAMACHO: No.

2 PANEL MEMBER SPANO: No.

3 MS. RAMIREZ-RIDGEWAY: Okay. We have about 11 and  
4 a half minutes remaining, if you'd like to make a closing  
5 statement.

6 MS. ESPANA: Okay, thank you. Again, I want to  
7 thank everyone for the part that they are playing in this.  
8 It's been a very moving and very inspiring experience. I  
9 have learned so much. It's been one of those moments  
10 where you go into it thinking, oh, I know this stuff, and  
11 then you get into it and you think, wow.

12 It was similar to that experience when I earned my  
13 master's degree at UC Santa Barbara and I thought I'm not  
14 a master of this information. I now see how much there is  
15 to know and that's what I experienced in preparing for  
16 this and it's been very inspiring.

17 And I want to take what I've learned back to my  
18 community, back to the classroom.

19 I am more committed to democracy than ever, to the  
20 values and the processes.

21 It's imperative that Fresno, California's fifth  
22 largest city, have a voice at the table. I would love to  
23 serve my State.

24 I am informed and engaged, concerned, and also  
25 creative. I have skills, and the background, and

1 experience that would make this a good fit.

2 I grasp the concepts. I am a quick learner. I  
3 don't bring an agenda to this and that, I feel, is a very  
4 strong aspect.

5 I take a holistic view. I always understand the  
6 primary goal. I try to. Even on my iPad I have a copy of  
7 our Constitution and every now and then I'll be waiting  
8 somewhere and I'll think, oh, I'm going to read the  
9 Preamble, or something.

10 So, I have the ability to pay attention to the big  
11 pictures, as well as understand the details and work  
12 through that.

13 I'm flexible, I have a flexible schedule, I am  
14 eager, and I am ready to do this.

15 I am a person of modest means, but I am very rich  
16 in the sense that California is where -- sorry --  
17 California is where generations of my family have been  
18 born, have lived, have worked. I have been educated in  
19 this State and I do not take those privileges that I've  
20 had for granted.

21 I'm sorry, this is like really a great experience.

22 I want to give back is my main point here. I want  
23 to, as I said, use the privileges that I have had, the  
24 access I have had to serve my State.

25 Thanks.

1 MS. RAMIREZ-RIDGEWAY: Thank you.

2 CHAIR AHMADI: Thank you.

3 PANEL MEMBER SPANO: Thank you.

4 VICE CHAIR CAMACHO: Thank you.

5 MS. RAMIREZ-RIDGEWAY: Thank you for coming to see  
6 us.

7 Let's recess until 2:44.

8 (Off the record at 2:23 p.m.)

9 (Back on the record at 2:44 p.m.)

10 MS. RAMIREZ-RIDGEWAY: The hour being 2:44 and a  
11 quorum being present, let's go back on record.

12 Our next Applicant is Dr. Michael Ward. Welcome,  
13 Dr. Ward.

14 MR. WARD: Thank you.

15 MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

16 MR. WARD: I am.

17 MS. RAMIREZ-RIDGEWAY: Very good. Please start  
18 the clock.

19 What specific skills do you believe a good  
20 Commissioner should possess? Of those skills which do you  
21 possess? Which do you not possess and how will you  
22 compensate for it? Is there anything in your life that  
23 would prohibit or impair your ability to perform all of  
24 the duties of a Commissioner?

25 MR. WARD: Good morning. Thank you very much for



1 the opportunity to be here and speak with you today.

2 I do believe that there are some critical skills  
3 that an appointed Commissioner must bring to the table in  
4 order to ensure that the final maps are legally,  
5 Constitutionally, practically and morally sufficient.

6 I believe that the following attributes are  
7 necessary to achieve that goal. A Commissioner must first  
8 and foremost be an honest broker, steeped in integrity,  
9 with a passion to serve the public.

10 With that concrete foundation this team must  
11 consist of relatable, average people that can, one, set  
12 their prejudices and biases aside in favor of a fair,  
13 impartial and collaborative spirit.

14 Communication skills are paramount. The ability  
15 to carefully listen, critically think, and clearly speak  
16 and write to a diverse audience is absolute in its  
17 necessity.

18 Demonstrated analytical and reasoning skills.  
19 Commissioners must understand that many, if not all of the  
20 lines they draw will have a cause and effect, a pro and a  
21 con relationship, and these decisions affect real people  
22 and real communities.

23 So, an ability to broadly analyze data and find  
24 best available solutions is important.

25 Number four, project management experience,

1 including staff and resource management, budget and  
2 deadline navigation.

3 Number five, public and media relations exposure.

4 Six, technical competence is important due to the  
5 undoubted usage of e-mail, teleconference, webinar usage,  
6 electronic research, potentially GIS software, et cetera,  
7 et cetera.

8 Commissioners must value diversity and understand  
9 and embrace its merits to effectively a one person/one  
10 vote standard.

11 And lastly, number eight, this Commission must be  
12 loaded with optimism, confidence, and excitement at taking  
13 on this challenge, knowing that despite the short timeline  
14 and high stress that fair and representative districts can  
15 and will be drawn on time, and that this process will  
16 further empower all people of California to elect  
17 representatives that hear their voice.

18 To the Commission I bring a well-rounded, general  
19 and successful background in all of the skills I've  
20 listed.

21 My understanding is that there are some candidates  
22 that bring a career's worth of statistical analysis  
23 experience, or in-depth redistricting experience to the  
24 table; I'm not either of those.

25 However, I have a real world experience in dealing

1 in complicated, convoluted data collection and whenever  
2 anything was of an unfamiliar nature, or something I did  
3 not have the expertise to handle, I've always been  
4 successful at finding the proper resource or subject  
5 matter expert to assist in creating clear, coherent, and  
6 presentable understanding.

7 And I'm happy to say that there's nothing my life  
8 that would prevent from serving this great State as a  
9 member of the Commission.

10 MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
11 from your personal experience where you had to work with  
12 others to resolve a conflict or difference of opinion?  
13 Please describe the issue and explain your role in  
14 addressing and resolving the conflict? If you are  
15 selected to serve on the Citizens Redistricting  
16 Commission, tell us how you would resolve conflicts that  
17 may arise among the Commissioners?

18 MR. WARD: Thank you. As a young commissioned  
19 officer, working as a special agent with the Office of  
20 Special Investigations, I was unexpectedly hand-picked to  
21 take over operations at a troubled field unit and help  
22 restore its reputation.

23 As part of that assignment I needed to restructure  
24 the personnel due to a vacuum left when detachment  
25 leadership was reassigned.

1           Due to the highly specialized nature of that  
2 detachment's mission, it was vital to fill the seat of  
3 superintendent with someone that had expertise in counter  
4 intelligence, as well as a personality that would foster  
5 cooperation amongst other civilian and military allies,  
6 especially since those ties had recently been so bruised.

7           After assessing the talent available in the formed  
8 of assigned agents, it was strikingly clear that there was  
9 only one person with the experience and the skills  
10 necessary to fill this unique superintendent role.

11           What created a problem is that she was not the  
12 highest ranking member of the team and, therefore, per  
13 military protocol, should not be considered for the job.

14           You see, within the active duty military culture  
15 it's customary that the highest ranking member of the unit  
16 is the first in line for promotion.

17           And although both my choice and the most senior  
18 member of the team both shared the same rank of master  
19 sergeant, the latter agent had much time in grade.

20           So, after reviewing all the governance regarding  
21 promotions to superintendent and consulting with our  
22 headquarters' human resource specialist, I determined  
23 that it was perfectly within regulation to promote the  
24 less senior sergeant due to her exclusive work experience.

25           Having already discussed this issue with both

1 sergeants involved, I knew there was strong resistance to  
2 this move. And since the senior agent had rallied the  
3 troops, if you will, to his cause, it was clear that for  
4 things to work compromise and consensus was required.

5 I eventually took the senior agent out to lunch  
6 and discussed with him the reasons why I believed the  
7 superintendent role required special experience and  
8 confirmed with him that, in fact, he did not have the  
9 experience in a counter intelligence realm at all.

10 And after thoroughly evaluating, together, what  
11 our team missions requirements were and what skills we  
12 need to succeed in this uniquely complex environment, the  
13 senior sergeant agreed with me that was, indeed, not best  
14 suited for the role of superintendent.

15 After listening and understanding his personal  
16 needs, though, we established a plan within which he could  
17 transition into that role of superintendent in two years,  
18 after gaining a working understanding of the counter  
19 intelligence mission field.

20 As a member of the Commission, I would resolve  
21 conflict in much the same way. First, understand clearly  
22 what the agreed goals and objectives are, then listen  
23 carefully to all available options and opinions about the  
24 issue at hand.

25 I believe weighing all ideas against the clearly

1 defined goals and governance helps illuminate strengths  
2 and weaknesses in each proposal, and helps blaze a trail  
3 to compromise and consensus.

4 MS. RAMIREZ-RIDGEWAY: How will the Commission's  
5 work impact the State? Which of these impacts will  
6 improve the State the most? Is there any potential for  
7 the Commission's work to harm the State and, if so, in  
8 what ways?

9 MR. WARD: Thank you. The impact on California,  
10 from the recommendations of this Commission is huge.  
11 Redistricting directly creates or diminishes the one  
12 person/one vote concept of equality.

13 The biggest impact on California could arguably be  
14 this Commission, itself. The mere fact that the process  
15 designed to guarantee all of California, every single  
16 person, a voice on how this State functions is being  
17 deliberated and determined not by government, but by the  
18 very people it affects is a milestone, a victory for power  
19 to the people.

20 I believe that when people know their vote counts  
21 and that their voice is heard that democracy throughout  
22 California will flourish as more people will raise their  
23 voice and safeguard the people's right to self-  
24 determination.

25 Symptomatically, one should expect outcomes such

1 as more competitive elections, candidates that are more  
2 responsive to their entire districts, representation that  
3 shares similar characteristics with communities they  
4 serve, and a more moderate government as a whole.

5           Of course, the counter point is that if this  
6 Commission fails to meet its legal obligations, loses  
7 sight of its goals and objectives, or fails to reach  
8 consensus through compromise, then it risks further  
9 disenfranchising the public. It could fuel the perception  
10 among some that their vote does not count and entice them  
11 to give up on participating in the process and casting  
12 their vote at all.

13           In which case, democracy is jeopardizes and people  
14 divest their power through silence, strengthening  
15 government role of individual liberties.

16           MS. RAMIREZ-RIDGEWAY: Describe a situation where  
17 you've had to work as part of a group to achieve a common  
18 goal? Tell us about the goal, describe your role within  
19 the group, and tell us how the group worked or did not  
20 work collaboratively to achieve this goal? If you were  
21 selected to serve on the Citizens Redistricting  
22 Commission, tell us what you would do to foster  
23 collaboration among the Commissioners and ensure the  
24 Commission meets its legal deadlines?

25           MR. WARD: Back in the year 2000 I was promoted

1 from field agent to operations chief, in charge of  
2 establishing a Department of Defense Global Command  
3 Control and Threat Watch Center, at Andrews Air Force  
4 Base, Maryland.

5           This was a brand-new concept for the Air Force. I  
6 led a team of 16, comprised of data field analysis, field  
7 agents, and support staff. The requirements were  
8 ambiguous, but the vision of a one-stop shop containing  
9 full global crisis and field operations control, along  
10 with a central collection point for threat data worldwide  
11 was clear.

12           This was a huge undertaking, with great  
13 importance, and a two-year deadline to be fully  
14 functional. As part of that vision, the director  
15 communicated a traditional model of a large open arena, in  
16 the middle would be federal agents manning the phones,  
17 surrounded by a bank of the data and analysts waiting to  
18 receive threat data.

19           However, due to severe facilities limitations, an  
20 entirely inadequate budget and federal agent manning  
21 shortages, it was clear in our team meetings that a  
22 geographically integrated model, bringing field agents and  
23 analysts into kind of a super node was just not plausible.

24           The team recognized that this model also reduced  
25 the ability of this command center, that we were creating,



1 to turn raw data into well-vetted information, because  
2 crucial databases and subject matter experts were still  
3 scattered throughout the world, sitting in their  
4 respective war rooms.

5           So, after consultation with sister agencies and  
6 experts in threat data analysis, it became clear that a  
7 better solution, meeting all mandatory requirements, yet  
8 adding an enhanced data analysis function was to leverage  
9 new technology and link this command center to the agents  
10 in the field, already sitting in their respective war  
11 rooms, or data analysis sections.

12           This revised version of connecting field units  
13 digitally, rather than physically, did not sit very well  
14 with leadership, as the paradigm shift from pre-digital  
15 connectivity to secure, technologically integrated  
16 communities proved difficult to sell.

17           So, the first thing we did as a team was try to  
18 prioritize and understand fully all objections.

19           Apprehension from my team's plan seemed to revolve  
20 around breaking from traditional models.

21           Secondly, there was sincere disagreement regarding  
22 our team's suggestion of having air traffic controllers,  
23 rather than field agents, man the phones.

24           So, to build consensus and positive momentum from  
25 my team's headquarters to the field approach, we offered a

1    compromise plan that called for a small contingency of  
2    local field agents to provide an around-the-clock, single  
3    agent-on-duty presence to help supervise information flow  
4    from the air traffic controllers.

5           Analysts could then remain in the field, where  
6    they were best equipped to do their jobs. This compromise  
7    gained the consensus of all the different director heads  
8    and eventually the Global Watch was completed on time,  
9    within budget, and remains a critical resource for Air  
10   Force Global Command control today.

11           So, keys to success were determining a uniform  
12   vision, creating milestones and a road map for task  
13   completion, defining team member roles, and dividing  
14   responsibilities in accordance with specialty, regular  
15   team meetings, ensuring constant collaboration and  
16   validation, flexibility. And, lastly, the ability to  
17   compromise and justify our final product.

18           I believe that this same general road map for  
19   collaboration amongst the Commission will certainly help  
20   it succeed in meeting its final product deadline of  
21   September 15<sup>th</sup>, 2011.

22           MS. RAMIREZ-RIDGEWAY: A considerable amount of  
23   the Commission's work will involve meeting with people  
24   from all over California, who come from very different  
25   backgrounds and very different perspectives. If were

1 selected to serve on the Commission, tell us about the  
2 specific skills you possess that will make you effective  
3 in interacting with the public?

4 MR. WARD: Thank you. Interacting with a diverse  
5 public is a huge strength that I bring to the table.

6 The biggest specific skill I have in public  
7 interaction is simply broad experience. Since 15, I've  
8 been working in public service industries of all sorts,  
9 from delivering packages to bagging groceries. I  
10 graduated with honors from Cal State Fullerton, with a  
11 bachelor of arts in communications, with a public  
12 relations emphasis.

13 I was employed by the Orange County Water District  
14 as a public relations associate and gave daily tours to  
15 the public, as well as private, specialized tours to a  
16 host of audiences, from foreign scientists and dignitaries  
17 to elementary school classes.

18 This experience helped me become comfortable with  
19 public speaking and taught me to tailor my message to the  
20 audience I'm addressing.

21 From there I began my career as a federal agent,  
22 in charge of investigating all areas of general crime,  
23 narcotics and fraud.

24 Crime and victimhood do not respect communal or  
25 cultural boundaries.

1           From star-pinned generals to the homeless, from  
2 drug dealers to grieving families, my job was to gather  
3 information and garner support from real people in times  
4 of stress, joy, pain, and fear.

5           I believe the key to being so successful in this  
6 role is having a genuinely empathetic ear. Listening for  
7 understanding about a person's condition and circumstance  
8 allowed me to ask the right questions that were relevant  
9 to that individual, and thereby garner support and  
10 cooperation.

11           A great illustration of this is that I boasted a  
12 nearly 71 percent confession rate, a phenomenal number and  
13 one of the best in the command at that time.

14           Due to this I was, on numerous occasions, brought  
15 in to due sexual abuse of minor subject interviews. I was  
16 specifically chosen for cases like these because of my  
17 demonstrated ability to set aside my personal bias and  
18 very strong feelings about this type of crime and  
19 perpetrators of it, and show genuine human respect and  
20 understand that they, too, have a point of view that is  
21 valid to them

22           And having a true interest in understanding and  
23 respecting that view led not only to admissions of  
24 actions, but also developed cooperation in developing  
25 further previously unknown victims of crime.

1           These experiences have helped shape my heart to  
2 understand that people can tell if you have an agenda, if  
3 you're being honest with them, if you're truly interested  
4 in their concerns, situations, and needs.

5           During that time I also served as public relations  
6 and media relations liaison between art attachment and the  
7 public, with frequent interaction.

8           After being promoted and reassigned to  
9 headquarters, I was selected as only one of three official  
10 command briefers, which was a competitive and prestigious  
11 honor. This duty required me to be a visible front man  
12 for all official briefings and project presentations to  
13 public, private, government, and foreign audiences.

14           So, public forum speaking is an experience that I  
15 believe translates well into supporting the Commission's  
16 work.

17           Today, being a healthcare provider, I continue to  
18 serve people from all walks of life. Relating and  
19 understanding diversity is part of my daily job.

20           As a volunteer care provider for Eastside and  
21 Compton High School football teams, California AIDSride,  
22 Being Alive HIV/AIDs outreach, and the Dream Center Los  
23 Angeles I've had occasion to meet, communicate and learn  
24 from a hugely diverse patient pool.

25           And these experiences have taught me that if it is

1 important enough for someone to see me to share a concern,  
2 then it is important enough for me to hear it, understand  
3 it, and respond to it.

4           These experiences have also helped me refine the  
5 ability to communicate complicated physiological and  
6 medical concepts to all levels of education and  
7 comprehension.

8           I think a final skill I bring to the Commission  
9 regarding public interaction is a respect and  
10 understanding for various cultures and beliefs.

11           MS. HAMEL: Five minutes.

12           MR. WARD: Having worked, visited, or lived in 32  
13 states and having broad international and cultural  
14 experiences, I've become accustomed to respecting and  
15 appreciation customs and cultures that are foreign to  
16 mine.

17           Recently, this came into play, just two months  
18 ago, when I was helping train a large group of mix-  
19 gendered Iraqi police in validated polygraph techniques.  
20 While teaching a class on physiology, one of the female  
21 students clearly looked confused.

22           I kindly asked if she had a question and  
23 immediately the interpreter yelled at her in Arabic, and  
24 she silently shook her head no and lowered her eyes.  
25 After class I discreetly pulled her aside and asked her

1   aside and asked her if I could better explain any of the  
2   course material, and asked how I might have better handled  
3   that classroom situation.

4               She explained that in her culture it would have  
5   been inappropriate for her to interrupt my presentation to  
6   ask a question, and that it could have been perceived as a  
7   challenge to me for her to ask a question in that  
8   particular setting.

9               So, I arranged for a formal, 20-minute Q&A session  
10   following each day, whereby the purpose, the sole purpose  
11   was to ask questions about that day's material.

12              This environment allowed anyone to converse  
13   freely, thereby accommodating their cultural protocols in  
14   a comfortable setting.

15              I believe all these skills will help the  
16   Commission in its outreach for public input.

17              MS. RAMIREZ-RIDGEWAY:   Mr. Ahmadi?

18              CHAIR AHMADI:   Yes, thank you.   Good afternoon,  
19   Dr. Ward.

20              MR. WARD:   Good afternoon, sir.

21              CHAIR AHMADI:   Sorry, I was a minute late.

22              MR. WARD:   Oh, that's quite all right.

23              CHAIR AHMADI:   I came to the room five minutes  
24   early, but then I thought maybe -- anyway, I got most of  
25   your response for question number one.

1           Let me go over a few questions that I was planning  
2 to ask. The first one, based on your application  
3 material, you mentioned that you're a registered tribal  
4 member of the Choctaw Indian Tribe?

5           MR. WARD: That's correct.

6           CHAIR AHMADI: I'm sorry if I mispronounced that.

7           MR. WARD: No, that's correct, yes.

8           CHAIR AHMADI: What are activities are involved or  
9 related to this membership or this tribe might benefit you  
10 as a Commissioner?

11          MR. WARD: I think -- in thinking about that, I  
12 know that experience I had last year, about this time,  
13 actually, was taking a friend of mine, she was active duty  
14 Air Force and relocating to Alabama, and although I'd been  
15 involved with the Choctaw Tribal Pow Wows every year in  
16 California, because there is a large contingency of  
17 Choctaw here, I had never actually been back to our home  
18 reservation. I'd never been back and seen my family that  
19 resided in Duran, Oklahoma.

20          So, I took that unique occasion to take a road  
21 trip and go back, and we stopped and spent two days. And  
22 I was not even prepared for what an amazing experience  
23 that was going to be for me. I didn't know that we had a  
24 family cemetery that was there. And in that cemetery was  
25 some very impressive looking shrines and headstones, and



1 as it turns out we have direct lines that saved the  
2 Choctaw Chief during the Trail of Tears march, the  
3 relocation into Oklahoma. Things like that, I mean,  
4 getting in touch with that, understanding roots that were  
5 previously unknown to me really brought home an  
6 appreciation for diversity, for cultural richness, for an  
7 understanding that we all have just a unique history and a  
8 unique culture and that bears directly on who we are today  
9 and what we have to offer and bring.

10 It also was interesting because I got to learn and  
11 appreciate how my family relocated out to California, and  
12 learned just how lucky we were to benefit from the  
13 California education system and things like that. So, it  
14 was a great experience.

15 CHAIR AHMADI: How long ago did they relocate?

16 MR. WARD: Let's see, my grandmother brought us  
17 out, yeah, with 13 kids. Because as she put it, school  
18 was free and she only needed two sets of clothes a kid  
19 because the weather was so good, so here we are.

20 CHAIR AHMADI: Thank you, sir.

21 You mentioned, again in your application, that  
22 through your volunteering and free clinic --

23 MR. WARD: Yes, sir.

24 CHAIR AHMADI: -- in the Los Angeles Dream Center,  
25 you're involved with that, you have come to believe that

1 Redistricting Commission -- or the Citizens Redistricting  
2 Commission can provide fresh optimism to those who might  
3 feel muted.

4 Can you tell us some of the things that you might  
5 do, if selected as a Commissioner, to provide a voice to  
6 those who feel this way?

7 MR. WARD: I think, as I kind of alluded to in my  
8 opening remarks --

9 CHAIR AHMADI: Which I missed.

10 MR. WARD: Oh, I'm sorry. No, not at all. Not at  
11 all.

12 (Laughter.)

13 MR. WARD: At least I didn't put you to sleep.

14 I think the Commission, in and of itself, is one  
15 of the biggest victories towards combating those  
16 perceptions simply because, again, it puts the power of  
17 determining representation into the very people that it  
18 affects.

19 Obviously, Prop. 11 and this body has taken great  
20 pains to make sure that it's a diverse Commission and I  
21 think that that's an important piece. Because, again,  
22 California's diversity is so rich that it takes that on  
23 the panel to be able to represent those sides and those  
24 perspectives.

25 So, I think that, again, just having the

1 Commission go through this process is a big help.

2 I also think that the thing on the Commission, or  
3 the thing about the Commission that will display a renewed  
4 hope is just the processes. There's seven, you know,  
5 legal requirements that have to be considered by the panel  
6 when they make decisions, along with the qualitative data  
7 of public hearings. And, you know, when we talk about an  
8 equal population, and preservation of racial and ethnic  
9 minorities, the Voting Rights Act, and political  
10 geography, things like that, these are all codified rules  
11 by which the process has to be accomplished. It's  
12 transparent, it's clear and I think that those are the  
13 steps that allow anybody to be able to watch, participate  
14 and instill confidence.

15 CHAIR AHMADI: Thank you, sir.

16 And in your mind is it difficult to identify  
17 communities of interest?

18 MR. WARD: Is it difficult to identify -- no. I  
19 think -- I think communities of interest are broad. I  
20 think for the Commission's purposes community of interest  
21 will take deliberation. But for me, personally,  
22 absolutely not, no, I serve so many of them every day.

23 CHAIR AHMADI: So, when you say for you,  
24 personally, do you see any -- from your experience from  
25 being exposed and interacting with so many diverse group

1 of people, I'm referring to your, you know, experience as  
2 stated in the application, and also as you stated, where  
3 do you think you might be challenged, given that you feel  
4 that you're comfortable with identifying, you know,  
5 different interests throughout the State, but where do you  
6 think you might be challenged in terms of further  
7 narrowing down or specifically identifying, you know, a  
8 community of interest where there may be some conflicting  
9 interests?

10 MR. WARD: Sure. I think there's going to be, I  
11 would imagine, many opportunities as a Commission body to  
12 deal with situations like that.

13 Perhaps you have a community of interest A and  
14 community of interest B, and X, Y and Z district, and they  
15 might both claim to have an overlapping community interest  
16 in Y. And so, having to determine which community of  
17 interest, you know, has more spill over, or is more  
18 impacted by that area, which rules, the seven legal  
19 requirements fit, you know, both or either of those  
20 communities of interest, I think that can get a little  
21 muddy and that's why it requires deliberation from a  
22 Commission body that's set up the way this is.

23 CHAIR AHMADI: Can you give us a specific example,  
24 if you can? If not, I understand that you're not an  
25 expert yet.

1           MR. WARD: Sure. Yeah, that was as expert as I  
2 got, can get. No, again, I just think that my impression  
3 would be that certainly, as a Commission, there's going to  
4 be times where you're going to have many communities of  
5 interest that are going to express concerns, express  
6 representative needs to the body and that those are going  
7 to overlap.

8           And as far as a specific example, a real world, I  
9 honestly wouldn't even have enough information about any  
10 specific issue to be able to comment on it intelligently.

11           If I can qualify, my X, Y and Z is intelligent.

12           But I do believe that in general, when I comes to  
13 issues like that, that's difficult and that's something  
14 that takes a Commission, with a defined mission, a defined  
15 vision, a set of objectives and a goal for that district,  
16 to deliberate and figure out.

17           CHAIR AHMADI: What approach do you think might be  
18 most effective in gathering information to help identify?  
19 Should you be selected as a Commissioner, what are some of  
20 the steps that you would be taking or proposing to be  
21 taking?

22           MR. WARD: Well, I think determining where  
23 communities of interest are. I think that, you know,  
24 public hearings are obviously going to be a huge part of  
25 that. I think in addition to that I think websites and

1 blogs allow for feedback, using social networking  
2 campaigns to be able to elicit feedback, give portals for  
3 direct communication with the staff or with the  
4 Commission, itself.

5 I know that talking to community leaders and  
6 organizers, who always seem to have a pulse, anyway, of  
7 certain communities within various areas.

8 CHAIR AHMADI: Uh-hum.

9 MR. WARD: Church charity organizations.  
10 Something I've been impressed with is the way campus  
11 political bodies can really rally information and seem to  
12 have quite a pulse on issues, not only in their immediate  
13 campus environment, but for their generation. So, I found  
14 that to be an interesting way to try to reach out and  
15 understand what may be going on in that diverse culture.

16 But I think just accessibility, again through --  
17 through, you know, mail, through electronical means,  
18 through public hearings, and just through the media, you  
19 know, newspaper stories, things like that, and providing  
20 many diverse sources for input.

21 CHAIR AHMADI: Okay, thanks again.

22 MR. WARD: Sure.

23 CHAIR AHMADI: How important should the current  
24 district lines be to the Commission when it makes the  
25 redistricting in 2011?

1           MR. WARD: I think that the old district lines, or  
2 the current, I should say, district lines are absolutely a  
3 resource for the Commission. I would imagine that that's  
4 a good starting point.

5           How important they are, obviously, the  
6 Commission's job is to create the district lines. So, I  
7 don't think they necessarily need to be based off of the  
8 old ones but, certainly, I would imagine that it's a  
9 decent starting spot to take the current districts and  
10 then apply the criteria in coming up with goals for each  
11 district.

12           If I were looking at the current districting area  
13 and starting out, I would just apply does it fit the  
14 definition of equal population, does it fit the definition  
15 of preserving the racial and ethnic minorities?

16           You know, California has some unique geographical  
17 challenges to contiguity. You know, down my way, on a  
18 clear day you can look out and see Catalina Island. It's  
19 one of many reasons why I love being in Southern  
20 California, but you know, there's islands that are  
21 separated by water, those need to be figured out, too.  
22 Right now it's a part of L.A. County. I know that they  
23 had wildfires back in 2007, I believe, and many people  
24 were talking about is the apportionment of fire fighters,  
25 you know, appropriate, or firefighting equipment for

1 Catalina appropriate?

2 I'd imagine that's an important issue to those  
3 people, you know what I mean, so applying these standards,  
4 figuring out are they a community of interest, do they  
5 have a common interest which needs to be represented as a  
6 third legal definition to fit for each district.

7 Determining is the current district compact, does  
8 it not bypass nearby populations.

9 And then, you know, getting to the lower  
10 priorities of nesting, you know, is nesting of the current  
11 districts appropriate and, if not, why?

12 And then political parties, making sure that none  
13 of the current -- the current district that we're  
14 examining doesn't favor or disfavor any incumbent,  
15 candidate or party?

16 I think that if -- I think that taking the current  
17 districts and applying that data, along with the  
18 qualitative data of public hearings, public input, and  
19 public feedback is a great starting point to figure out  
20 what the Commission needs to do for the coming years.

21 CHAIR AHMADI: Okay. What are your thoughts on  
22 the geometric shapes of the districts?

23 MR. WARD: To me, understanding that there is a  
24 very clear outline of legal steps that must be, you know,  
25 accomplished in examining any district, and then taking



1 into account ensuring a community of interest  
2 representation, to me, when it comes to shape of the  
3 district that would be low priority.

4 As a matter of fact, it's not even in the seven  
5 criteria that I understand that need to be relevant for  
6 that.

7 Now, obviously, for political geography, I  
8 understand that we want to try to follow city, county  
9 lines as best you can, but it also gives equal weight to  
10 neighborhoods and communities of interest. I mean, those  
11 are on equal par and those don't have defined lines.

12 So, to me, that tells me that you have to be  
13 willing, when those are on equal weight, draw lines that  
14 might not be completely regular, wonderful squares or  
15 circles. Yeah, so I'm open to any shape of a district as  
16 long as it fulfills the legal requirements, and the  
17 mission, vision, goals and objectives of the Commission.

18 CHAIR AHMADI: Okay, thank you.

19 MS. HAMEL: Five minutes.

20 CHAIR AHMADI: Thank you. One last question, you  
21 have had a very successful career with the U.S. Air Force,  
22 being the special agent, and you describe it in response  
23 to these questions. But then you went back to school and  
24 become a chiropractor?

25 MR. WARD: Yes, sir.

1           CHAIR AHMADI: Can you share with us what caused  
2 that shift in interest and shift in profession?

3           MR. WARD: Sure, yeah. It was a very tough  
4 decision to make at the time, now it's a wonderful  
5 decision. But at the time I was -- towards the end of my  
6 time with the service I was working counter intelligence,  
7 and overseas, during a mission had suffered an injury. I  
8 was, unfortunately, struck by a car and knocked off about  
9 a 15-foot embankment.

10          CHAIR AHMADI: Sorry about that.

11          MR. WARD: Oh, it's quite all right. As a result,  
12 though, I had headaches that were unbelievably intense,  
13 and take the vision and the hearing away, things like  
14 that. And I'd wake up and have clumps of hair on my head  
15 just because it felt better to pull it, to alleviate the pain.

16          And nothing ever -- a year of trying to resolve  
17 those and work with all specialists, Dick Cheney's  
18 personal doctors, anything else, that we couldn't resolve  
19 or help those.

20          And one day I ended up in the ER and there was  
21 chiropractor, an osteopath there, and he adjusted my neck.  
22 He said, when you were out I felt your neck and it's a  
23 mess, do you care if I adjust it? I said, do whatever you  
24 want.

25          And he did adjust it and immediately there was

1 about a 60 percent relief. There was no other medical  
2 options for me.

3 So, that made a tremendous impact on my life.

4 Shortly after 9/11 occurred, and I worked through  
5 that at the Pentagon site, and I remember just seeing the  
6 future of what my career would be with the service, which  
7 would be counter intelligence heavy, and realizing that  
8 the reason why I got into it was to help people. I mean,  
9 that's what I enjoy doing, that's what I get out of bed  
10 for.

11 And studying what happened to me, studying  
12 chiropractic and serving the public that way just was a  
13 lot more exciting for me. So, it was very tough to leave  
14 the security, and the benefits, and the things of federal  
15 service behind, but it was a great decision.

16 CHAIR AHMADI: Thank you, sir. Thank you very  
17 much. No more questions.

18 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

19 VICE CHAIR CAMACHO: Thank you. Hello, Mr. Ward.

20 MR. WARD: Hello.

21 VICE CHAIR CAMACHO: You discussed a little bit  
22 about your heritage with Mr. Ahmadi. I have a few other  
23 questions.

24 MR. WARD: Uh-hum.

25 VICE CHAIR CAMACHO: One of the things I noted is

1 in one of your public comments it stated you attended the  
2 Annual California Pow Wow in Bakersfield.

3 Do you have any specific set of tribal  
4 responsibilities for the Choctaw Indians that you belong  
5 to?

6 MR. WARD: I do not have any active tribal  
7 responsibilities with the tribe, no, ma'am. Most of those  
8 are done in Durant, that's where the reservation is,  
9 that's where all tribal elders and government is.

10 Like I said, because of the large contingency in  
11 California, we have one of the biggest Pow Wows, you know,  
12 of the year, outside of Durant, outside of the  
13 reservation, is in California every year. It's a great  
14 event.

15 In the distant past there were some volunteer  
16 activities that I was involved in, as a family, we did  
17 some of those things, extended family. But as of recent  
18 years, I have not had any official capacity with them.  
19 No, ma'am.

20 VICE CHAIR CAMACHO: So, you're still active in  
21 the Pow Wows in the Bakersfield when they occur --

22 MR. WARD: Oh, yes, ma'am.

23 VICE CHAIR CAMACHO: -- and so you still have  
24 friends there and you still have contacts?

25 MR. WARD: Oh, yes ma'am, absolutely. Part of

1 going to the Pow Wows and being a part of that experience  
2 is that you meet local -- you know, Choctaw, local  
3 natives, and have the ability to network, and make  
4 friends, and learn about each others' families.

5           And a big push right now that the tribe is doing  
6 is trying to reinvigorate or reintroduce the native  
7 Choctaw language. And so, that's a big campaign that they  
8 have been doing, they send newsletters now, every month,  
9 with a new ten words, and some syntax things, and things  
10 like that.

11           So, going to the Pow Wows and just networking,  
12 getting involved and getting the pulse of what's going on  
13 in our Choctaw community is great.

14           And I can say that in years past, especially as a  
15 college student and things, you know, 12 years ago, there  
16 wasn't as much of that. The Choctaw Tribe was back in  
17 Durant, in Oklahoma, and we were out here.

18           And so, it's been great to see the outreach and  
19 just the success of community that's come out of posting  
20 these Pow Wows, and the Chief's visits out, and he comes  
21 down to L.A. and just has an open session where any of the  
22 tribal members can come and ask questions about what's  
23 going on with the Tribe, recommendations, vote on issues,  
24 things like that.

25           So, yeah, it's been a great experience. But

1 again, just because of the number of things on my plate I  
2 just simply haven't been able to, and distance, being a  
3 huge volunteer member of the current, yeah, power regime.

4 VICE CHAIR CAMACHO: Like you stated, there is a  
5 big population of the Choctaw in California.

6 MR. WARD: Sure.

7 VICE CHAIR CAMACHO: Do you think your experiences  
8 living in California, and your networking, and the events  
9 that you've attended could help in any way as a  
10 Commissioner?

11 MR. WARD: Specifically related to the Pow Wows,  
12 if we limit it to that, I think the thing that I think of  
13 that would help me most out of it is just, again, an  
14 understanding that there are -- there is a sense by some  
15 of disenfranchisement. I know within the Pow Wow rallies  
16 and, you know, the Choctaw community, you know, that I've  
17 experienced anyway, that there is a feeling of  
18 disenfranchisement. There's still a lot of negative  
19 feelings over Jim Crow laws, you know, from the past. And  
20 I think it was 1920's before the Indians even had full  
21 suffrage in the country.

22 And so many of them have dual citizenship, you  
23 know, with the Tribe and, obviously, as U.S. citizens, but  
24 they don't exercise their right as U.S. citizens because  
25 they just believe the Tribe has more of their interests at

1 heart and that's where they're going to make an impact in  
2 their daily life is working through the tribe, not through  
3 the traditional state or federal system.

4           So, I think that just in understanding that there  
5 is a perception of disinterest or disenfranchisement, you  
6 know, among groups and there might be, you know, real  
7 perceptions and real feelings about that, and that the  
8 decisions we make as a Commission directly affects, you  
9 know, those communities. It affects their lives, it  
10 affects their opinions, and affects their ability to want  
11 to be involved in the process.

12           And I think that that's an important thing for a  
13 Commissioner to have, to understand, that there is  
14 consequences and there is pros to every single decision  
15 you make and it affects, you know, different people in  
16 different areas, it affects their daily lives.

17           And I think that's a key thing to keep in mind and  
18 that's certainly something that being involved with the  
19 Choctaw community and being involved with the Pow Wows,  
20 and having those conversations has provided me.

21           VICE CHAIR CAMACHO: So, if you were a  
22 Commissioner how would you get this community because, you  
23 know, I'm not sure if they're disbursed throughout  
24 California or if they have -- they're in a specific areas,  
25 but get this community involved and feel -- make them feel

1    that their voice counts?

2               MR. WARD:   Certainly.   I think, again, all those  
3   general outreach tools that -- I mean, those are general  
4   ideas for communities at large.   But I think specifically,  
5   if we're talking, again, specifically about the native  
6   culture, again that we have a newsletter, we have  
7   websites, there's activist groups for Native Americans,  
8   within the State that are very active, things like that.

9               And I think getting in touch with those sources  
10   and letting them -- you know, introducing ourselves as a  
11   Commission and ourselves, individually, and expressing to  
12   them why, you know, this matters for them.   Expressing to  
13   them that the goals and objectives of this body is one  
14   person/one vote, and to bring them into the system and  
15   give them equal parity, and that it's important enough for  
16   us to reach out through those means.   Through, you know,  
17   like I said, through the Chief, the Chief's blog, and  
18   sites, and things like that.

19              The community's quite networked so it's really not  
20   hard to get the word out, and it's quite easy, you just  
21   have to tailor the message so that it's something that  
22   makes it through the filter and they hear and understand.  
23   And I think, again, just being a Native American will  
24   bring interest in and of itself, quite frankly, to that  
25   community.



1           VICE CHAIR CAMACHO: Would you describe your  
2 volunteer service at the Los Angeles Dream Center and what  
3 is their mission and objective?

4           MR. WARD: The Dream Center is a religious  
5 organization that also has a nonprofit side that provides  
6 housing, schooling, and other things for wayward children,  
7 homeless children, things like that for the City of Los  
8 Angeles.

9           Myself, I have, for approximately three years,  
10 been able to go in and provide healthcare services for the  
11 kids. And, again, I'm heavily involved in mission's work  
12 and the things of that nature, so just being a resource  
13 for different activities, chaperone, and things like that.

14           But the majority of my work with the Dream Center  
15 has revolved around health and wellness issues and then,  
16 again, just volunteer staff for different functions, being  
17 there and accessible.

18           But it's a fantastic project. Some of the stories  
19 that come out of there just are amazing, it's a very  
20 successful program of drug addiction, it's had great  
21 success with that in adolescents and alcohol, and things  
22 like that.

23           And they actually even took in a big contingency  
24 of Hurricane Katrina victims, when that came through, and  
25 so we were able to go in and again help provide some

1 health and wellness issues for them.

2 And it's just a great organization, it does great  
3 work for the city.

4 VICE CHAIR CAMACHO: This organization, does it  
5 reach out to the public within the L.A. area or is it a  
6 particular group that it administers its services to?

7 MR. WARD: No, it's open to the public at large.  
8 There is a nonprofit side to it and I believe they're  
9 based out of the -- I believe it's the first L.A. City  
10 General Hospital is what they actually -- the facility  
11 they own. So, they have dorm rooms and, you know,  
12 converted apartments, if you will, that have -- they put  
13 in. And so, they actually provide, the nonprofit side  
14 provides, you know, living conditions and kind of a  
15 controlled environment for, like I said, adolescent kids  
16 that are homeless, drug addicted, addicted to alcohol and  
17 things like that, so they can come in, again all  
18 voluntary, and isolate themselves from those things. And  
19 then they have a program with schooling, and education,  
20 and suits for job interviews and all that kind of thing to  
21 help them repair their lives and be successful, and be a  
22 community citizen. But it is open to anybody and  
23 everybody equally. Yeah, it's a great program.

24 VICE CHAIR CAMACHO: What have you learned from  
25 your volunteer experience at the L.A. Dream Center that

1 you could use as a Commissioner?

2 MR. WARD: I think -- I think, again, just when  
3 you work with the diverse populations and just see that  
4 there's so much more to the world than what you  
5 participate in, I think that that is an important vision  
6 to keep in mind when making decisions as a Commissioner.

7 Having talked to the kids, and worked with the  
8 kids, and understand how widespread a problem this really  
9 is, in an urban area like Los Angeles, you just understand  
10 that there is all kinds of needs that are out there, that  
11 are invisible to me.

12 And, like I said, if they weren't brought forward  
13 to me, I wouldn't know anything about them and I couldn't  
14 factor them into my judgments about, you know, culture and  
15 things like that.

16 So, I think just the interaction with a wide,  
17 diverse group of people that have had vastly different  
18 life experiences than I've had, just allows you to, as a  
19 Commissioner, have a very broad view and a very open mind  
20 to be able to evaluate all the facts, and details,  
21 testimonies and things like that, that you might receive.

22 VICE CHAIR CAMACHO: Okay. I have a scenario for  
23 you.

24 MR. WARD: Yes, ma'am.

25 VICE CHAIR CAMACHO: You are in a public meeting

1 obtaining input from the various communities of interest,  
2 what important questions would you ask to help you  
3 identify each community of interest?

4 MR. WARD: I would certainly want to start with  
5 asking if there is any current representation issues, is  
6 there any current issues that are known or established  
7 with the current district lines, as they understand them  
8 to be.

9 I'd want to know about voting experiences, what  
10 their voting experiences are, if they vote, and if not,  
11 why?

12 Concerns regarding the Commission, itself, or the  
13 redistricting process, I'd want to definitely ask them  
14 about that and help educate, where that's possible.

15 And I guess just get a sense for what unique  
16 community needs are prevalent. And again, I think that's  
17 something that's done as a Commission, but I think  
18 individually it would be nice to -- there would be  
19 qualitative data that would be helpful in establishing the  
20 community of interest in any given area.

21 I think that I'd also like to understand maybe  
22 their perceptions about their local government and, you  
23 know, any experiences or data they have to back that up.

24 And I just think that all of that testimony  
25 combined with and compared to the quantitative data is all

1 just pieces of what's required to make decisions about  
2 districting. So, that's what I would like to ask about.

3 VICE CHAIR CAMACHO: Okay. Thank you. That was  
4 my last question.

5 MR. WARD: Thank you.

6 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

7 PANEL MEMBER SPANO: Good afternoon.

8 MR. WARD: Hi, how are you?

9 PANEL MEMBER SPANO: Fine, thanks. Would you like  
10 to get some water?

11 MR. WARD: Thank you.

12 PANEL MEMBER SPANO: Sure.

13 MR. WARD: Thanks.

14 PANEL MEMBER SPANO: Oh, you're welcome.

15 What challenges do you foresee in making decisions  
16 based on in incorporating qualitative data and  
17 quantitative data while applying the complex areas of the  
18 Voters Rights Act and other redistricting criteria?

19 MR. WARD: Well, I think -- I think as a body  
20 without clear, you know, mission, vision standards,  
21 without a clear objective for what we're trying to  
22 accomplish with that district, with that hearing, with  
23 that outreach, without that I think that there could be a  
24 lot of contention and difficulty trying to figure out  
25 those issues.

1           I, obviously, on the converse believe that if  
2   those things are clear that it will be a fairly manageable  
3   process to help determine what those communities of  
4   interest are.

5           PANEL MEMBER SPANO:  What are the similarities and  
6   differences do you foresee working on the Commission  
7   versus your experience working as a volunteer, or in the  
8   Air Force, or any of your experiences?

9           MR. WARD:  The difference between those life  
10   experiences and working on the Commission?

11          PANEL MEMBER SPANO:  Similarities and differences,  
12   yeah.

13          MR. WARD:  Similarities and differences.  Well, I  
14   think with the government experience, obviously, just  
15   talking to people and gathering information, that's  
16   certainly -- I spent many years beating the pavement and  
17   the Wing Tips trying to ask questions and just learn  
18   information, identify data, and then determining how  
19   relevant or irrelevant it might be to a particular matter.

20          I think the experience of just simply pulling out  
21   the Title 18 or the UCMJ and having to, you know, look up  
22   legal statutes, and read and interpret elements of proof,  
23   things like that, and apply those to federal cases, I  
24   think that's something that's helpful.  Because,  
25   undoubtedly, there's going to be a lot of legal

1 interpretative things that will go on and I know we'll  
2 have staff, and we'll have help with that, but certainly  
3 just the ability and the familiarity to be able to pull  
4 those things out and read them, and understand them, I  
5 think is an important thing that will help as a  
6 Commissioner.

7 I think working with lawyers, testifying in court,  
8 I've had a lot of experience with that and understanding  
9 how that process works, and familiarity, and I think that  
10 that is also an important part as a Commissioner, with  
11 this body.

12 And, you know, I've talked broadly about the just  
13 qualitative side and just having a broad interaction with  
14 the community, albeit different states or different  
15 countries, different cultures altogether, but still having  
16 that experience and I understand I think is important  
17 as a Commissioner when making decisions of this gravity.

18 I think that also the experience in even, you  
19 know, as a doctor, taking -- you know, a patient comes in  
20 and you take analytical data, you run orthopedic tests,  
21 labs, X-rays, MRIs, you take all of that information and  
22 you apply it with the qualitative data. How bad is your  
23 pain, how does it affect your daily living?

24 And you put all that together to come up with a  
25 series of recommendations. And I think just having those

1 skills, again, it will translate over to the Commission.

2 And then I also believe that the management  
3 experience of running a staff, running a budget, of  
4 building a project, as I made reference to the Air Force's  
5 Global Command Post Threat Watch Center, I think all those  
6 experiences are perfectly suited and translate directly to  
7 being a successful Commissioner.

8 PANEL MEMBER SPANO: Have you been legally  
9 challenged in your work, testifying?

10 MR. WARD: Absolutely. Yes, ma'am.

11 PANEL MEMBER SPANO: Tell me about that  
12 experience?

13 MR. WARD: Experiences, unfortunately. Whenever  
14 you're a lead agent on a case that goes to court, this was  
15 federal jurisdiction, so it almost always went through the  
16 U.S. Attorneys or federal court, although there were  
17 exception to that.

18 And any time, you know, that testimony was  
19 required there's a challenge to it. Oftentimes, the  
20 diligence of your work or the -- as so many of the people  
21 I worked with found out, the ability to communicate it  
22 properly is oftentimes the area of attack to defend  
23 against an allegation. It's the weakest link, if you  
24 will, is the agent's account of what somebody said, of  
25 what they saw, of what they found, that kind of evidence



1 that you would be testifying to. It's much easier to  
2 attack and go after that than, say, DNA evidence or  
3 something like that.

4 So, going into court you're just prepared that  
5 there is going to be, you know, some opposition to things  
6 you witnesses, things that -- witness statements that your  
7 took or your account of issues, and that was just accepted  
8 and understood and it was never a problem.

9 PANEL MEMBER SPANO: As a Commissioner, how would  
10 you ensure that your work and your decision making  
11 withstands legal scrutiny?

12 MR. WARD: Excellent. I would definitely apply  
13 many of the skills that I learned from the past and that  
14 is, again, I think documentation is paramount.

15 I think in decision making, especially of this  
16 nature, again there has to be defined goals, defined  
17 missions and vision, defined objective of each district  
18 and I think that that needs to be articulated in writing,  
19 agreed upon by the body and documented well.

20 At the end of the process I would hope that  
21 there's a written product that will contain all of that,  
22 contain, again, the objective and the deliberation points  
23 that went into devising each and every district on the  
24 map.

25 And I think that with the legal requirements that

1 are clearly outlaid, combined with the Commission's  
2 standards that they put in, with objectives for the  
3 district, mission, vision, things like that, I think with  
4 that together, well spelled out and illustrated on how  
5 those were met by drawing out that district, I think  
6 that's the best way to do it.

7           In case work from the past we would do the exact  
8 same thing, we'd have to talk about how we got to an area,  
9 why we were led there, you know, what we observed, what we  
10 saw, what we did, took pictures of a document in  
11 exhaustion, three times over. And all of that was for a  
12 point, it was for a purpose, and it was so that at the end  
13 of all that hard work you could actually stand up on solid  
14 legs and defend what your recommendations were.

15           PANEL MEMBER SPANO: Thank you.

16           MR. WARD: Sure.

17           PANEL MEMBER SPANO: You mentioned in your  
18 impartiality response there was a victim who reported  
19 having dumped and thereafter being assaulted, but the  
20 local police declined to investigate, saying her injuries  
21 were from passing out on the rugged ground.

22           You chose to fully process the scene, despite her  
23 unclear memory, inebriated state, and obvious indigent  
24 status. A man, weeks later, admitted to a bar buddy that  
25 he had assaulted a woman in this area.

1           Who did you work for as an investigator when this  
2 happened?

3           MR. WARD: It was still the Office of Special  
4 Investigations, assigned to --

5           PANEL MEMBER SPANO: It was the military?

6           MR. WARD: It was Air Force, correct.

7           PANEL MEMBER SPANO: Okay.

8           MR. WARD: And this was in a different state.  
9 And, unfortunately, it happened in a very desolate, remote  
10 area, you know, of that state, that was federal  
11 jurisdiction. So, again, in responding to that, it's  
12 crucial that if, in fact, an occurrence like that happens  
13 that an investigative activity start immediately to  
14 preserve evidence, and the crime scene, and things like  
15 that.

16           So, when the locals declined to do that, we had a  
17 final decision to decide if we were going to. And it just  
18 seemed, again, important to me that if this person says  
19 this happened, we need to preserve and document that  
20 accordingly.

21           And in this particular case that ended up to be a  
22 very, very good decision because months down the road,  
23 again an admission was made, and we had the evidence to  
24 link them because we chose to do our job and take an  
25 allegation, despite the circumstances, completely

1 seriously and do due diligence.

2 PANEL MEMBER SPANO: Did you have the assistance  
3 of local law enforcement on this or it was strictly your  
4 jurisdiction?

5 MR. WARD: We did have the assistance of local law  
6 enforcement because in that case, and any like it, if  
7 there's someone who is kidnapping and brutalizing somebody  
8 out on the loose then, obviously, you need to get that out  
9 to the community quickly.

10 It's also part of, as I mentioned, being a liaison  
11 between the detachment and the media, and it would have  
12 also been part of my job at that time. So, you want to  
13 get it out there so that other people are aware, be on  
14 alert and then, also, hopefully, maybe there's some  
15 witnesses or in this case, again, because of that -- that  
16 attention, when someone made an admission, the public was  
17 aware of what that person was referring to and was able to  
18 report it.

19 So, yes, the locals had to be involved in that  
20 point, regardless of their interest. And like I said, at  
21 that point the media alerts and everything else, it was  
22 taken completely and in case it did, in fact, happen.

23 So, yeah, absolutely, everyone was involved.

24 PANEL MEMBER SPANO: Did you coordinate the  
25 investigation with the local --

1           MR. WARD: Yes, I was the lead agent on that  
2 investigation, I made the call.

3           PANEL MEMBER SPANO: Oh, you did. How did -- how  
4 did the coordination between -- with local law enforcement  
5 and the military go?

6           MR. WARD: Sure. Yeah, well, in that detachment I  
7 was running the operations there, as well, so all  
8 investigative decisions would go through my desk, and then  
9 I also had a detachment commander that's directly above  
10 me, so he would be the final.

11           But as far as operational activity, that was my  
12 job. And so, in this case we didn't -- I happened to be  
13 the first to arrive from my organization and made the  
14 decision to process the scene. And, again, that's  
15 something that the locals didn't like, they saw it as a  
16 waste of resources and a waste of time that took police  
17 out of the field, that could be in there doing active  
18 work, instead processing a scene that, in their opinion,  
19 might not be worth the expense and time.

20           And so, in this case, fortunately, legal  
21 jurisdictional matters they don't have a choice, and so  
22 they got to -- they had to participate to fulfill their  
23 obligations as well, once we started.

24           PANEL MEMBER SPANO: I'm curious, how did the  
25 assailant's confession come to your attention?

1           MR. WARD: Absolutely. There was the person who  
2 the admission was made to was actually a source, a drug  
3 source, if you will, for the agency involved's vice squad.  
4 So, there's at least five or six occasions where because  
5 of our good relationship, liaison relationship with the  
6 local agencies, in the course of their investigations they  
7 would turn up information that would be valuable to us, in  
8 ours, and the same with us, we'd turn up information to  
9 the cases that they might be running, and so we were able  
10 to share that and help each other run things down.

11           So, it was passed to us would be the short answer,  
12 from another agency.

13           PANEL MEMBER SPANO: Okay, okay.

14           What did you learn from this experience that you  
15 could apply this knowledge as a Commissioner?

16           MR. WARD: I think just understanding that as a  
17 Commissioner you are volunteering to do a job and that job  
18 has legal requirements. And like I gave the example of  
19 a -- one of the worse case examples I could give of when  
20 you had to sit across an interview with someone that you  
21 might have strong feelings about, being able to put those  
22 aside.

23           It's the same as a Commissioner, you have to be  
24 able to put aside past experiences.

25           I understand that the local police had much more

1    than we did, had experiences with maybe inebriated people,  
2    or things like that from the city, and many people they  
3    knew by name, so they might have a pre-decided attitude,  
4    you know, towards people that maybe we didn't.

5               But to me, as a Commissioner, it's just clear that  
6    you can't afford, with the gravity of what's being asked  
7    of you, to bring any of that to the table.

8               And since you have a job to do with particular  
9    legal requirements, and a team to do it with, then you  
10   have to stand up and do that accordingly, no exceptions.

11              PANEL MEMBER SPANO:  Thank you.

12              MR. WARD:  Yes, ma'am.

13              PANEL MEMBER SPANO:  I'm going to ask you a couple  
14   questions about polygraph examinations.

15              MR. WARD:  Yes, ma'am.

16              PANEL MEMBER SPANO:  You state, "having dealt with  
17   many people accused of various crimes and indiscretions,  
18   you have seen firsthand how bias can erroneously shape  
19   decision making."

20              Can you tell us more about what you mean by this  
21   statement?

22              MR. WARD:  Sure.

23              MS. HAMEL:  Five minutes.

24              PANEL MEMBER SPANO:  Thank you.

25              MR. WARD:  I can tell you, as a very young agent

1 there was -- you know, you're excited, you got your first  
2 cases, and you go ahead and get a suspect and bring him  
3 in. And I'll never forget my first time having someone  
4 and I just -- you know, the evidence wasn't there, they  
5 agreed to take a polygraph, and I knew this person did it,  
6 I just could feel it in my stomach, and they took the  
7 polygraph and passed.

8 And I was -- you know, it was quite a learning  
9 experience because I had put all of my efforts into  
10 running down those leads and had wrapped the investigation  
11 around that, and that was a mistake.

12 And so, I learned quickly that, again, there is no  
13 room for that, you have to data collect objectively and  
14 you have to evaluate all of that in a vacuum from personal  
15 prejudice, bias, or leanings.

16 PANEL MEMBER SPANO: So, I imagine this is the  
17 knowledge you've gained as a polygraph examiner that you  
18 could bring to the Commission?

19 MR. WARD: Oh, absolutely. Yes, ma'am, there's no  
20 doubt about that, absolutely, and demonstrated ability to  
21 do that. Yes, ma'am.

22 PANEL MEMBER SPANO: How did you learn about the  
23 Citizens Redistricting Commission?

24 MR. WARD: Actually, if I recall right it was my  
25 dad, I was talking to him, visiting him and talking to



1 him, and he told me how happy he was that this had passed.  
2 And I remember it from the ballot and, if I remember  
3 right, he cut out the newspaper article and it had in it  
4 the website and things like that. And so, I thought you  
5 know what, I have great interest in the future health of  
6 the State and I couldn't wait to apply.

7 Yeah, that's -- it was a very odd circumstance,  
8 but I'm very thankful for it.

9 PANEL MEMBER SPANO: How many more minutes do I  
10 have?

11 MS. HAMEL: You have three minutes.

12 PANEL MEMBER SPANO: Three minutes.

13 In the area that you reside now, do you feel like  
14 your districts have achieved fair representation?

15 MR. WARD: I have to honestly admit that I  
16 wouldn't say I could make a decision on that because I  
17 just don't have all of the information that would be  
18 necessary to make a decision as to what the objective of  
19 our districts are.

20 I know that it is interesting that -- Fullerton is  
21 the city I live in, and I know that the camera can't see  
22 it, and you probably can't see it, but you don't have to,  
23 to see that this whole big area is the district and we're  
24 this tiny, little piece of it right here onto it.

25 And that area that encompasses the district is all

1 of South County, Orange County, it's a very different,  
2 very different area. It's upper moderate to high income  
3 socioeconomic status and there's tech corridor down there  
4 all through Irvine, and it's mostly residential all  
5 throughout Irvine, San Juan Capistrano, things like that.  
6 That's very different than the dynamics of Fullerton,  
7 which is a much more lower, to low moderate socioeconomic  
8 status, industrial, things like that.

9           So, like I said, it is, you know, interesting the  
10 way it was drawn but, again, I have actually, truly no  
11 opinion as to whether or not it's good, or bad, or  
12 fulfills its function or doesn't fulfill its function. I  
13 know that it's a great city to live in and so, I certainly  
14 plan on staying a long time, so it can't be that bad.

15           PANEL MEMBER SPANO: Thank you.

16           MS. RAMIREZ-RIDGEWAY: Panelists, are there  
17 follow-up questions?

18           CHAIR AHMADI: No.

19           VICE CHAIR CAMACHO: No.

20           MS. RAMIREZ-RIDGEWAY: Okay, I have a couple for  
21 you, Dr. Ward.

22           MR. WARD: Certainly. Yes, ma'am.

23           MS. RAMIREZ-RIDGEWAY: So, the first eight  
24 Commissioners, assuming you're one of them, are charged  
25 right off the bat with selecting the next six.

1 MR. WARD: Yes, ma'am.

2 MS. RAMIREZ-RIDGEWAY: What role do you think  
3 diversity should play in the selection of your six  
4 colleagues?

5 MR. WARD: I think diversity's a very important  
6 thing to consider. Again, especially considering all the  
7 things we've talked about here today, you know, just from  
8 the geographic diversity of California, and the cultural,  
9 and ethnic diversities, there's just a lot of different  
10 experiences out there. And unless that's represented or  
11 attempted to be represented to some degree on the panel  
12 it's difficult, sometimes, to understand what communities  
13 of interest might be trying to communicate or trying to  
14 establish.

15 I think a great learning environment, you know,  
16 for the value of diversity is you don't need to look much  
17 further than my own family. We have two aunts that are  
18 first generation Korean immigrants, and one uncle that's  
19 first generation Pakistan immigrant and it's amazing how  
20 much that's added to our, you know, family gatherings,  
21 Christmas, and weddings, and things like that, it's added  
22 so much.

23 As a matter of fact, just earlier this summer I  
24 had the opportunity to celebrate my cousin's son's first  
25 birthday, so they did a traditional Korean birthday. And

1 it was a -- what an amazing event it was. Even at least  
2 one cultural ceremony that they do, that I'd love to  
3 incorporate in my son's, should he have one, one day. So,  
4 it was a really great, rich environment and experience,  
5 and I think that it helps you open up and understand,  
6 again, what public testimony might or might not be trying  
7 to relate.

8 And I think that -- it, also, I think, is going to  
9 give the public more of a feeling of attachment to the  
10 Commission, more of a feeling that they're being  
11 represented, and that their voice is at the table. And I  
12 think that's an important thing to have, again,  
13 considering the gravity of the repercussions of the work  
14 that this Commission does.

15 MS. RAMIREZ-RIDGEWAY: You talked about, I think  
16 in response to Ms. Camacho's question, about what you  
17 might ask --

18 MR. WARD: Yes, ma'am.

19 MS. RAMIREZ-RIDGEWAY: -- the public, members of  
20 the public to determine their communities of interest, and  
21 one of the things you indicated was that you wanted to  
22 know whether they vote. Why would you need to know that  
23 information?

24 MR. WARD: I'd be mostly interested if they don't  
25 vote and if they don't vote, why don't they vote? What

1 is -- and, you know, if they do vote, you know, what  
2 drives them to vote, why do they vote? I'd just be  
3 interested in understanding if there's a pervasive  
4 perception within that community that might or might not,  
5 you know, be needed to be taken into consideration.  
6 Again, just as a qualitative fact to add to the list, so  
7 that we can make the absolute best decision possible  
8 regarding what we do as far as districting that community.

9 I just think it's a -- I think both understanding  
10 the motive either is, just again, a small piece of  
11 information that could or could not help make a best  
12 decision for that community.

13 MS. RAMIREZ-RIDGEWAY: Do you place any higher  
14 value on the voices of those who vote versus the voices of  
15 those who don't?

16 MR. WARD: Oh, absolutely not. No, ma'am.  
17 Absolutely not, no.

18 I think, again, the interest in knowing that is  
19 the perception and the motive behind it, not the actual  
20 act, itself. Yes, ma'am.

21 MS. RAMIREZ-RIDGEWAY: So, last night I'm looking  
22 through your application and I see this public comment.

23 MR. WARD: Uh-oh.

24 MS. RAMIREZ-RIDGEWAY: Saying that you have strong  
25 partisan ties. And that even though you claimed in your

1 essays to have absolutely no political ties, you've been  
2 associated with the Chapman University College Republicans  
3 for the last three years.

4 And I noticed that you didn't respond to that. I  
5 don't have a response from you here. Now, maybe that's a  
6 bad -- a printing error?

7 MR. WARD: I did.

8 MS. RAMIREZ-RIDGEWAY: Is it a printing error?

9 MR. WARD: Yes.

10 MS. RAMIREZ-RIDGEWAY: You did respond?

11 MR. WARD: Yes.

12 MS. RAMIREZ-RIDGEWAY: Okay, so tell me what your  
13 response was?

14 MR. WARD: Certainly. I'm just very happy to have  
15 been affiliated with the Chapman University College  
16 Republican's club. It wasn't something that I sought out  
17 and certainly not a partisan tie, if you will. It was  
18 simply a social opportunity to get involved and actually  
19 more through PR, my public relations experiences, as  
20 limited as they are, to help some patients and friends  
21 expand that club. And through it, it was over the course  
22 of especially last year we were able to come up with a  
23 real joint venture between the two big clubs there, the  
24 Democrat and Republican club. And they were able to join  
25 together and, like I said, we put on a football day, it

1 was an actual game, Republicans versus Democrats, and it  
2 was a huge success. It brought out a lot of students that  
3 aren't involved in the clubs to come out and find out  
4 about them.

5 And another problem they were having was fund-  
6 raising drives, they just weren't -- you know, they were  
7 each running individual fund-raising opportunities or just  
8 asking for money and they weren't reaching their goals.

9 So, one of the things they ended up doing is,  
10 again, joining forces with the other political clubs on  
11 campus and putting on what they called a glow party, down  
12 in the gymnasium, and that brought in more money than all  
13 the other fund-raisers combined.

14 So, I think just trying to get out and have an  
15 appreciation for how important it is for, you know, the  
16 next generation, for college students to be politically  
17 involved and be -- you know, find an affinity for a  
18 political voice, and thought and debate was what drew me  
19 to the club.

20 And it just happened to be that, again, I am a  
21 registered Republican, as I mentioned, you know, in  
22 response to that, so I certainly --

23 MS. RAMIREZ-RIDGEWAY: It would make sense that  
24 you were a member of the club.

25 MR. WARD: Yeah, make no apologies for that. But,

1 certainly, that was just the avenue that popped up to be  
2 able to get involved and help in that way.

3 MS. RAMIREZ-RIDGEWAY: Well, my question was not  
4 intended to be critical at all because I think --

5 MR. WARD: Oh, no, no.

6 MS. RAMIREZ-RIDGEWAY: -- partisan ties are fine.  
7 I think the Act actually requires that there be some  
8 political affiliation, and the issue is being able to set  
9 aside bias. And so, since I hadn't seen your comment, I  
10 wondered had you seen that and what you might say to it.

11 Do you think that, you know, with that sentiment  
12 out there that people are too partisan, do you have any  
13 concerns about the role that partisanship will play in the  
14 decision making of the Commission?

15 MR. WARD: I think I did prior to going through  
16 the process, I think that that's a fair statement to make.  
17 Immediately, your concern is, you know, is it really going  
18 to be different, you know, with the citizen, if a citizen  
19 body takes it over as opposed to just leaving things like  
20 they are.

21 But definitely, after being a part of the process  
22 and seeing how the hard work of many different people have  
23 really vetted, and challenged, and just inspected  
24 potential Commissioners, and the criteria by which it's  
25 been established, that must be used to draw district lines



1 and to make these decisions, that is absolutely not a  
2 concern that I have at this point.

3 Again, I think everyone's going to bring to the  
4 table, you know what I mean, life experience. But I also  
5 think that, again, given the vetting and the legal  
6 requirements that are clearly established, I have no  
7 concerns about the Commission's body to set aside partisan  
8 ties and things like that, and do what's best for all of  
9 California.

10 MS. RAMIREZ-RIDGEWAY: I don't have additional  
11 questions.

12 Panelists, how about you?

13 CHAIR AHMADI: Neither do I.

14 VICE CHAIR CAMACHO: No.

15 PANEL MEMBER SPANO: No.

16 MS. RAMIREZ-RIDGEWAY: Okay, very good.

17 We've got about 13 minutes on the clock, if you'd  
18 like to make a closing statement, Dr. Ward.

19 MR. WARD: No, I'd just like to thank you so much  
20 for your time and attention, and the opportunity to come  
21 and speak to you today. Thank you very much.

22 CHAIR AHMADI: Thank you, sir.

23 VICE CHAIR CAMACHO: Thank you.

24 PANEL MEMBER SPANO: Thank you.

25 MS. RAMIREZ-RIDGEWAY: Thank you.

1           We will recess until 4:29.

2                   (Off the record at 4:02 p.m.)

3                   (Back on the record at 4:29 p.m.)

4           MS. RAMIREZ-RIDGEWAY: Let's go on record. It is  
5 4:29 and our last Applicant of the day is Dr. Vito  
6 Imbasciani. Welcome, Dr. Imbasciani.

7           MR. IMBASCIANI: Thank you very much.

8           MS. RAMIREZ-RIDGEWAY: Are you ready to begin?

9           MR. IMBASCIANI: I certainly am.

10          MS. RAMIREZ-RIDGEWAY: Very good, let's start the  
11 clock.

12               What specific skills do you believe a good  
13 Commissioner should possess? Of those skills which do you  
14 possess? Which do you not possess and how will you  
15 compensate for it? Is there anything in your life that  
16 would prohibit or impair your ability to perform all of  
17 the duties of a Commissioner?

18          MR. IMBASCIANI: The first skill, thank you, or  
19 trait, actually, is gratitude, which is what I feel  
20 certainly toward the Panel, and to the voters of the State  
21 of California for this opportunity.

22               I know I'm not very much like many of the other  
23 Applicants, but I do want to thank everyone here for that.

24               It's also my way of thanking this country for the  
25 welcome that they gave to my immigrant grandparents, from

1 Italy, after World War I. My grandfather emigrated to the  
2 United States to play trumpet with John Philip Souza in  
3 the Military Band, for 40 years, which is how the family  
4 settled near West Point.

5 It also enabled me to be educated to a very great  
6 degree, with two doctorates.

7 The first skill I think that the Commissioner  
8 needs is the ability to understand a community of  
9 interest. A man can be a good obstetrician without having  
10 suffered through the pangs of pregnancy.

11 Having said that, I think that experience is a  
12 good teacher.

13 I was born into one of these communities, on the  
14 Hudson River, near West Point Military Academy. Until I  
15 was ten years of age, I thought everyone spoke Italian,  
16 ate brigole, and kissed people on both cheeks when they  
17 met in public, instead of shaking hands.

18 All of my schoolmate friends went to different  
19 schools, but all the schools' names started with Saint.

20 That was Little Italy and it did for my  
21 grandparents what in the early 20<sup>th</sup> Century, 90 years ago  
22 when they came over, what similar ethnic enclaves are  
23 still doing for immigrants throughout California.

24 It creates comfort zones, what a community of  
25 interest does, familiar food, familiar languages,

1 religious rituals, parades celebrating festivals from the  
2 old world.

3           When a person goes to his corner store for cabbage  
4 it matters whether it's Kim chi or cabbage rolls, it's  
5 that comfort zone.

6           The ethnic enclave is also the means to a first  
7 job, to one's first friendships. It narrows the search  
8 for a mate, families are born, it leads to baptisms and  
9 brides, depending on your religion. And in the fullness  
10 of time, at the end of life, the satisfying closure that  
11 comes by having the prayers probably said in the native  
12 tongue.

13           The traits that I think I have, that I think are  
14 important to this work, I can be humble, I know that I'm  
15 part of something much larger than me. I realize that no  
16 one knows it all.

17           This Commission will be the receptacle of a  
18 impressive amount of political power, but no one  
19 Commissioner should feel he or she, alone, embodies that  
20 power.

21           I can be collegial and collaborative. I know that  
22 the Commission is a group effort.

23           I can be empathic in understanding the yearnings  
24 of other people.

25           Impartial, objective, sure, to be fair to

1 everyone.

2 I can concentrate and follow argument and I can be  
3 perceptive and skeptical, because I think we're going to  
4 need to recognize disingenuousness and perhaps even  
5 someone trying to pull the wool over our eyes when it  
6 happens.

7 We're going to need to be articulate to  
8 communicate among ourselves and to the public with  
9 clarity.

10 Additional human skills that are important, that I  
11 think I have, not just a striver, but a driver of  
12 consensus, and a master of metaphor. The essays I wrote  
13 for you are full of metaphors. It's not just flowery  
14 language, I think that people can only understand  
15 political life through metaphor.

16 So, if I talk about a melting pot, or the part of  
17 the essay that talks about every individual contributing  
18 through his DNA and ethnic diversity strands that go into  
19 the woof and warf of that wonderful fabric that is our  
20 California populace, that's a metaphor.

21 If I'm a surgeon and operating on the body  
22 politic, that's a metaphor.

23 The technical stuff I'm not worried about,  
24 assimilating data, reading maps, spread sheets, software,  
25 that's not an issue.

1           What I don't possess, actually I'm going to turn  
2   that on its head, it's a quality I have that you need to  
3   know. I spent the last 25 years as a military officer and  
4   as a surgeon, both professions required me to act, on  
5   occasion, decisively.

6           Battlefields and operating room scenarios  
7   occasionally call out for definitive actions. Situations  
8   arise that are not conducive to soliciting input and to  
9   reaching consensus. War and medicine are not democratic  
10   endeavors.

11           In fact, in the law the surgeon is considered in  
12   the operating room to be the captain of the ship and when  
13   I'm responsible for the patient's life, I will order  
14   people around.

15           Well, while these actions of mine on occasion can  
16   be expeditious, they're not impulsive, they're not  
17   uninformed, they're just rapid and top down.

18           I know that I'm going to be working in a team  
19   setting and I have to temper that instinct.

20           I don't have real world experience with maptitude  
21   or other things, but I went online and took their  
22   tutorials, it's very doable. I may be the only map reader  
23   among the applicants who claims that he can read maps in  
24   the dark and under fire, and I hope that those aren't job  
25   requirements.

1           The real challenge for map reading is not how to  
2 draw the line, by why?

3           Impair or prohibit my service, I've interrupted my  
4 medical practice in Los Angeles twice since 2004 to deploy  
5 with the United States Army to Iraq and to launch to  
6 Germany.

7           I have partners that take up the slack and my  
8 military career will come to an end next year.

9           MS. RAMIREZ-RIDGEWAY: Describe a circumstance  
10 from your personal experience where you had to work with  
11 others to resolve a conflict or difference of opinion.  
12 Please describe the issue and explain your role in  
13 addressing and resolving the conflict? If you are  
14 selected to serve on the Citizens Redistricting  
15 Commission, tell us how you would resolve conflicts that  
16 may arise among the Commissioners?

17          MR. IMBASCIANI: Let me set the start for that.  
18 Besides -- I've listened to a number of interviews. I've  
19 noticed that besides the print and broadcast journalists,  
20 and some teachers, most Applicants seem to be from the  
21 social sciences, you have lawyers, demographers,  
22 consultants, city planners, people who work with city  
23 boards, water boards, even registrars and professors.

24          These people, as they describe, have had lots of  
25 occasions to work with the public in public, in large

1 groups, in the form of public settings, some of which were  
2 contentious.

3 In contradistinction, I'm a surgeon and a  
4 humanist. If it's not too indelicate of me, I'm going to  
5 say I save the world one prostate at a time.

6 (Laughter.)

7 MR. IMBASCIANI: My work, in contrast, is mostly  
8 with individuals, but my board experience puts me in a  
9 different scenario.

10 The boards that I serve on, Los Angeles County  
11 Medical Society, the California Medical Society and the  
12 Medical Board of my own Permanente, huge, Medical Group.  
13 I'm elected to these, elected to serve a constituency, and  
14 to advocate, to advance, or to protect their interests.

15 My board work is mostly behind the scenes, but I'm  
16 often at the end asked frequently to present the findings  
17 publicly.

18 These boards bring together a vastly disparate  
19 group of people, even within the house of medicines. Not  
20 all doctors are the same. There are doctors who are very  
21 much interested in for-profit, opposed to those doctors  
22 who want to work not-for-profit.

23 We have solo practice physicians, opposed in some  
24 senses to physicians in group practice.

25 We have those that are interested in individual



1 profit and those who see medicine as a social mission.

2 Physicians, in a sense, span the spectrum from  
3 Donald Trump to Mother Teresa.

4 The issues that come in front of our boards are  
5 just as contentious to medicine and to California's well  
6 being as the issues that have come before city councils  
7 and school boards, and often just as contentious.

8 For example, should smoking be allowed in public  
9 buildings? Should hospitals report their infection or  
10 mortality rates to the public? Should physicians be  
11 allowed to practice torture for the Army, to practice  
12 capital punishment, or to participate in it, or in a  
13 physician-assisted suicide?

14 Now, even on the board of my Medical Group, and we  
15 are a huge medical group, 5,000 physicians practicing in  
16 seven counties, 15 hospitals, 140 medical buildings, there  
17 are different constituencies. Some demand more autonomy  
18 in practice, the I-know-best school. Others are convinced  
19 that surrendering some degree of autonomy results in  
20 better patient care through economy of scale, think the  
21 group knows best.

22 Some want the group to expand, some want the group  
23 to attract or to adhere to the status quo.

24 Three times, given this contentiousness and  
25 factiousness, even of my own Medical Group's board, three

1 times recently the Medical Group has needed to seek a new  
2 chief executive, and they have asked me to head the search  
3 committee that would seek out the small list of candidates  
4 that would lead us.

5 I think they did so because they trust my honesty,  
6 they trust my transparency, they see my constancy and  
7 emotional maturity and find in me what I think is a  
8 quality indispensable in all physicians, of  
9 confidentiality.

10 MS. RAMIREZ-RIDGEWAY: How will the Commission's  
11 work impact the State? Which of these impacts will  
12 improve the State the most? Is there any potential for  
13 the Commission's work to harm the State and, if so, in  
14 what ways?

15 MR. IMBASCIANI: The first part of that question,  
16 you know, the citizen participation in the electoral  
17 process should increase. I don't merely mean voting will  
18 go up, but all of the things that happen in the political  
19 process before you get to vote, the selection of  
20 candidates and the vetting of candidates. And I think  
21 there will be heightened interest in all of that. Why?  
22 Nothing -- and we see this across the world, not just in  
23 California.

24 Nothing is more demoralizing, electorally  
25 speaking, than to be so outnumbered in your group, however

1 you define it, as to see that you never have a chance,  
2 never have a chance to have your voice be heard.

3           If this Commission is successful, a new  
4 Legislature, elected from more balanced districts, more  
5 representative districts, should become better at reaching  
6 the necessary compromise and solving the profound issues  
7 that affect this State.

8           Joking aside that California is a failed State,  
9 that puts us in the same group with like Somalia, or North  
10 Korea, I guess, if the committee's good at its job, the  
11 citizens of California will have a rare -- will see a rare  
12 and successful transfer of power away from special  
13 interests back to the source of all political power, the  
14 people. That's another metaphor.

15           That should empower people and, in fact, may even  
16 embolden them. And this could be a model for all the  
17 other 49 states.

18           Possibility for harm, I see two principle ones,  
19 money and race. Let me go into each of them shortly.

20           Presently, little money is spend on campaigns and  
21 districts where one party has an electrical -- I'm  
22 sorry -- electoral rock hold, or where one party or even  
23 one family has established a political dynasty.

24           Now, by dynasty, I mean look at monarchies, or  
25 czars, or cartels. A dynasty is where political power is

1 transferred by nondemocratic means.

2 So, there's a possibility of a paradox, and not a  
3 pleasant one, that making districts more competitive in  
4 California could have the unintended consequence of  
5 stimulating vastly higher expenditures of campaign monies.

6 We could see, as a result, increased partisanship,  
7 and increased nastiness, possibly an influx of more money  
8 from outside California, and we might set up a situation  
9 that might favor people with private wealth or personal  
10 fortunes.

11 Race. Always difficult. Look at what happened to  
12 the United States Department of Agriculture Woman, Shirley  
13 Sherrod, fired summarily from her job because of her  
14 public comments on race. Part of her job.

15 Language is difficult when it comes to race,  
16 vocabulary is fraught, there were even words that certain  
17 groups, that have expropriated them to themselves, that if  
18 these words are used by people outside the group, the  
19 group that expropriated them could become violently  
20 resentful when outsiders commit what I guess we could call  
21 linguistic trespass.

22 Those are the two issues.

23 MS. RAMIREZ-RIDGEWAY: Describe a situation where  
24 you've had to work as part of a group to achieve a common  
25 goal? Tell us about the goal, describe your role within

1 the group, and tell us how the group worked or did not  
2 work collaboratively to achieve this goal? If you are  
3 selected to serve on the Citizens Redistricting  
4 Commission, tell us what you would do to foster  
5 collaboration among the Commissioners and ensure the  
6 Commission meets its legal deadlines?

7 MR. IMBASCIANI: Do you remember Desert Storm,  
8 Operation Desert Storm? Right. I was a young captain,  
9 just out of my residency at Yale, and I was sent to King  
10 Abdul Aziz Hospital in Dhahran, Saudi Arabia, just a  
11 stone's throw south of Kuwaiti border.

12 George Herbert Walker Bush had assembled a  
13 coalition of the willing, many of the 72 nations sent  
14 combat arms types to do the actual fighting, 30 nations  
15 sent only medical teams. The United States sent both.

16 I was at that hospital. Doctors and nurses came  
17 from these 30 countries. I'm not talking a few, Poland  
18 sent 60. Yugoslavia, Poland, the United States, South  
19 Korea, Australia, France, Italy, Germany, Kuwait all  
20 converged on this one hospital. The Saudis had left us in  
21 charge, the Americans.

22 Picture this, now, 30 teams from 30 nations,  
23 speaking 30 languages, all with their own idea of what  
24 equipment was needed in the operating room, what foods  
25 needed to be served to patients in the cafeteria,

1 different ideas on how to triage and how to treat patients  
2 on the wards, historic --

3 MS. HAMEL: Five minutes.

4 MR. IMBASCIANI: -- historical and medical  
5 rivalries and even what to call medications. Penicillin  
6 is not called penicillin in every nation in the world.

7 This is a medical Tower of Babel. We had to  
8 organize for a common mission, to care for the wounded  
9 coalition forces and prisoners of war, for two reasons.  
10 Bad things happen even in American hospitals, when  
11 everyone speaks English. Can you imagine? Medical chaos  
12 in a hospital would be detrimental to patient care and a  
13 political reason, chaos in the hospital would give the lie  
14 to Bush's alliance.

15 So, the solution, I and a young vascular surgeon  
16 from Denmark sought out national leaders, we formed  
17 steering committees, we organized all the doctors into an  
18 international medical society and we formed international  
19 teams where English was, if you'll pardon the expression,  
20 the lingua franca.

21 We created a uniform call schedule for the  
22 emergency room, operating room and wards. We had daily  
23 meetings, the flags of all nations hung from the front of  
24 the wall and everyone gave a talk on their specialty.  
25 Mine was exceptionally well attended because it had to do

1 with ballistic injuries to the male anatomy.

2           So, that hospital and those situations, very  
3 similar to California, many ethnic groups find themselves  
4 constrained in one location, each proud of individual  
5 culture and identity, naturally staking out their turf,  
6 pursuing their vision.

7           Success, we identified a common goal, we formed  
8 teams, we recognized and honored individual differences,  
9 we stressed commonality, we valued compromise. Gradually,  
10 boundaries came down, groups intermixed, and friendships  
11 formed, lives were saved.

12           It's not by coincidence that at the beginning of  
13 every four years of the Olympic Games the individual  
14 athletes march into the stadium behind their national  
15 flag, but at the closing ceremonies they parade en masse,  
16 all proud of their individual accomplishments, winning the  
17 medals, but it's the larger context of the successful  
18 game.

19           How to foster collaboration? I want to leave time  
20 for my last question, so maybe you'll ask me later how to  
21 foster collaboration, I have a great idea how to get the  
22 Commissioners together.

23           MS. RAMIREZ-RIDGEWAY: A considerable amount of  
24 the Commission's work will involve meeting with people  
25 from all over California, who come from very different

1 backgrounds and very different perspectives. If you are  
2 selected to serve on the Commission, tell us about the  
3 specific skills you possess that will make you effective  
4 at interacting with the public?

5 MR. IMBASCIANI: Thank you. You got to connect to  
6 the public on a human level. They have to see me and the  
7 other Commissioners as a fellow traveler, with shared  
8 humanity, such that comes out of being a product of a  
9 community of interest, like Little Italy, and we have to  
10 look, sound, and act appropriately. Look -- Henry Thoreau  
11 gave a warning to Americans, "Beware of any undertaking  
12 that requires new clothing."

13 Well, I won't need a new suit for this job, but I  
14 will represent with dignity and comport myself throughout  
15 the State as if I were an officer of the State.

16 Sound? I was tempted to bring trophies by high  
17 school debating, my whole life's been spent in public  
18 speaking, a Professor of Humanities at the University of  
19 Florida, and at Middlebury College, and I've given  
20 military briefings to the TAG here, in Sacramento, and to  
21 more generals and admirals. I'm not cowed by rank or  
22 privilege.

23 And I'm capable of tailoring language to any group  
24 without being condescending. My travels and practice,  
25 medical practice of sensitized me to the importance of



1 acknowledging differences in populations.

2 Act? You've got to act impartial, be accessible  
3 to people, be able to teach, be collegial and personable.

4 And I do live in Los Angeles and practice there,  
5 but I also practice at San Joaquin Community Hospital in  
6 Bakersfield. I live in a hotel there, but I've gotten to  
7 know Bakersfield very well.

8 I treat soldiers at the California National Guard  
9 Home at Camp Roberts, outside of Paso Robles, in Monterey  
10 County, and at Camp San Luis Obispo.

11 And I have walked the border with our soldiers and  
12 have taken care of them at the fire fights. And I've been  
13 to the armories to give inoculations from Redding, through  
14 the Bay Valley, through the internal -- the Inland Empire  
15 and through the Central Valley. So, I've been all over.

16 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi.

17 CHAIR AHMADI: Yes, thank you.

18 Good afternoon, Dr. Imbasciani.

19 MR. IMBASCIANI: Good afternoon, sir.

20 CHAIR AHMADI: Please go ahead and complete your  
21 response to question number four, you wanted to share what  
22 you would do to foster collaboration among the  
23 Commissioners?

24 MR. IMBASCIANI: Yeah, thank you. I have this  
25 great idea, we have to bond, too, not just with the people

1 of California, but with each other because we're going to  
2 have drive consensus. And I read the rules on consensus  
3 and, wow, you know, it's possible to fail, it's possible  
4 for this Commission to fail.

5 So, here's an idea. I don't know, maybe we could  
6 have a room like this for the first meeting of the 14  
7 Commissioners and you're all welcome to be there, I think  
8 everyone should listen. And we get them all together and  
9 we have a map in the front of the room.

10 Surprisingly enough you might think it's not a map  
11 of California, not a map of the United States, I'd like to  
12 have a large world map up there and you give every  
13 Commissioner four push pins and one by one they go up and  
14 they put those four pins in that world map to show the  
15 birthplace of their four grandparents.

16 And then invite each of them to create a narrative  
17 that explains how -- to explain the line that traces from  
18 those four pins on that world map to the Commissioner  
19 standing in front of here.

20 And that personal narrative, that journey, all  
21 Americans love a story, storytelling is inherently  
22 interesting. Nothing is more compelling than a personal  
23 narrative because, for one, it's intimate and, number two,  
24 it's true.

25 And I think that that would go a long way to

1 showing the other 13 Commissioners just how -- and all of  
2 California, just how diverse this Commission is and it  
3 will be the beginning, I think, of a wonderful bonding  
4 experience.

5 CHAIR AHMADI: Very interesting. Thank you, sir.

6 Let me go over a few questions that I was planning  
7 to ask. First off, you are very busy and based on your  
8 application you currently have two full time jobs. And  
9 one --

10 MR. IMBASCIANI: One full time job.

11 CHAIR AHMADI: One full time job, okay.

12 MR. IMBASCIANI: But the Adjunct General does  
13 think I'm on his personal staff, he thinks I'm there full  
14 time, yes.

15 CHAIR AHMADI: Okay. So, if selected as a  
16 Commissioner, will you be able to manage your many  
17 activities to have sufficient time for the Commission?

18 MR. IMBASCIANI: Yeah, as I said, my practice has  
19 survived two 100-day deployments. I've got six very  
20 understanding partners that, when I'm gone, take care of  
21 my patients, especially the ones that are survivors of  
22 cancer that we never really let go, we follow throughout  
23 their life.

24 My military career is going to come to an end next  
25 year, after 25 years in the Medical Corp, and I have

1   amassed, probably because I'm busy, a very robust vacation  
2   bank. And I'm hoping between that and some of the  
3   technology that Mr. Levin, who proceeded me today referred  
4   to, there are these wonderful commercially available  
5   videoconferencing things that I think should be able to  
6   cut down on the time commitment significantly. So, I  
7   don't think time is going to be the issue.

8               CHAIR AHMADI: So, when does your military career  
9   end? You mentioned next year but --

10              MR. IMBASCIANI: Yeah, in 2011, next year. At a  
11   date to be determined.

12              CHAIR AHMADI: Okay.

13              MR. IMBASCIANI: But remember that military,  
14   official military career is one weekend a month.

15              CHAIR AHMADI: Okay.

16              MR. IMBASCIANI: And it's usually two weeks during  
17   the summer, but I nickel and dime that throughout the  
18   year.

19              CHAIR AHMADI: Okay, thank you, sir. I just  
20   wanted to make sure that we clarified.

21              Also, in your application you mentioned that you  
22   have interacted with many Legislators in California and  
23   Washington, primarily to educate them on patient issues as  
24   part of your profession.

25              Do you have any relationships or contacts with any

1 members of the Legislature or Congress on a regular basis?

2 MR. IMBASCIANI: Absolutely not, no. When the  
3 Speaker, for example, this is the most recent example, had  
4 a question on California's law mandating that physicians  
5 report all people with HIV, and their CD-4, their white  
6 blood cell counts, I approached the Speaker and said we've  
7 got a problem here that you need to be educated about.

8 Before this law came into existence Kaiser  
9 Permanente promised these patients that in return for  
10 their blood that we would keep their identity secret.  
11 Now, that is an informed consent thing that the  
12 Legislature had to be aware of, that they put us in a very  
13 difficult -- so, it's issues like that where we educate.

14 CHAIR AHMADI: Okay. Thank you, sir.

15 In response to standard question number one, when  
16 you were describing and you were relating to your  
17 specific, you know, your own skills, you mentioned that  
18 you're both optimistic and skeptical about the work of the  
19 Commission.

20 Would you please share with us, when you say  
21 skeptical, within what context, how -- what do you mean by  
22 that?

23 MR. IMBASCIANI: Well, I didn't mean skeptical  
24 with respect to the work of the committee, but rather  
25 skeptical of some of the things that we might listen to.

1 There might be wolves in sheep clothing, people that come  
2 with -- ostensibly with a pitch that we respect a certain  
3 interest group. And I think it's incumbent upon us to  
4 look skeptically to make sure there are no secondary  
5 agendas that don't serve the larger interests of the  
6 State. That's the healthy skepticism.

7 CHAIR AHMADI: Any particular reason why you think  
8 that there are some wolves in sheep clothes?

9 MR. IMBASCIANI: I think there -- there probably  
10 will be some recidivists, might be a good word, people who  
11 might want to preserve the status quo at any cost,  
12 including being disingenuous with the Commission.

13 CHAIR AHMADI: Okay, so this is outside of the  
14 Commission, itself?

15 MR. IMBASCIANI: Yes. Oh, yeah, yeah.

16 CHAIR AHMADI: Okay. Thank you, sir.

17 Also, in response to question number four, when  
18 you were describing the collaboration among the 30 nations  
19 in starting up this medical center, I'm sure that you  
20 mentioned it, but I might have missed it, what was your  
21 specific role in organizing that?

22 MR. IMBASCIANI: Since I had gotten there first --  
23 this -- the context. This was a very, very fancy  
24 hospital, abandoned by the Saudis because it was too close  
25 to the Kuwaiti border. The Americans took it over and

1 then all of these other national teams arrived, but the  
2 Americans were in charge.

3 And I was the only surgeon among the Americans  
4 there, for reasons that are outside the scope of this.  
5 So, I sought out a vascular surgeon from Denmark, and the  
6 two of us went nation by nation and looked for natural  
7 leaders and official military leaders. Every one of these  
8 nurses and doctors wore a uniform, military uniform.

9 CHAIR AHMADI: Uh-hum.

10 MR. IMBASCIANI: And we found the leaders and we  
11 pitched this idea that this is going to be a disaster here  
12 if we can't agree on a language, and protocols, and who's  
13 working when, and how are we going to treat prisoners of  
14 war?

15 So, we found leaders, we got them to -- this idea  
16 emerged. I'm not going to say it was my idea. But we  
17 worked toward a consensus to make everybody buy into the  
18 creation of the King Abdul Aziz International Medical  
19 Society and made everybody a member.

20 CHAIR AHMADI: Thank you, sir.

21 MR. IMBASCIANI: My own team?

22 CHAIR AHMADI: Yes.

23 MR. IMBASCIANI: The vascular surgeon from Denmark  
24 was the leader, because he was senior to me, I just  
25 finished residency. I was the co-surgeon. The two

1 anesthesiologist spoke Serbial Croatian, they were from  
2 Yugoslavia, and thank God the Polish nurse, the  
3 circulating nurse in the operating room could speak  
4 English, from his travels in Chicago, and because he was  
5 Polish knew Russian and, therefore, the Yugoslavs could  
6 speak to the -- so anesthesia could speak to surgeon,  
7 during surgery, through the Polish nurse using English.  
8 Can you imagine?

9 CHAIR AHMADI: Wow, impressive. You also  
10 mentioned that you speak seven languages; correct?

11 MR. IMBASCIANI: Yes, I'm -- yes.

12 CHAIR AHMADI: Based on your application.

13 MR. IMBASCIANI: Yes. No, I can. I spent a year  
14 in Italy on a Fulbright, studying piano, and I'm very  
15 fluent in at least the Roman version of Italian. You need  
16 Spanish in Los Angeles. Other romance languages come  
17 easy.

18 Doctoral study at Cornell required French and  
19 German and I've kept them up.

20 And I'd be embarrassed to speak Arabic here,  
21 (speaking Arabic), but I know enough to be able to ask a  
22 wounded or sick prisoner of war, an Iraqi or any in  
23 surgeon where does it hurt and how to take care of them.

24 CHAIR AHMADI: Within the context of the  
25 Commission's work, in what ways do you think this ability



1 of yours, you know, knowing the languages and all, and I'm  
2 sure language is a bridge to the cultures, how do you  
3 think that's going to be valuable to your work as a  
4 Commissioner?

5 MR. IMBASCIANI: You know, I've been to 46  
6 countries, most of them peacefully, but some  
7 belligerently, if you will, with the Army, and it's  
8 amazing, the seven languages I know, one of them worked in  
9 every single one of the countries.

10 There are large swathes of the Middle East where  
11 my rudimentary Arabic works. There are large swathes of  
12 Africa where French works, throughout South America.

13 So, the point is the world travel and the language  
14 enables you, on a more immediate basis, with more  
15 immediacy to enter the life of the people that you are  
16 speaking with.

17 When I got to the hospital in the morning I say  
18 good morning to my nurses in, I don't know, 12 different  
19 languages, and it's a bonding experience. To have someone  
20 say "Buenos dias" or (speaking different languages), it  
21 really -- it means you care. It's not -- it's not false,  
22 it shows you care, it shows you respect.

23 Well, we'll get to how the Permanente Medical  
24 Group values diversity. But even in my practice, I know  
25 the religious and secular calendars of the major religions

1 because of who my partners are. My Persian partners, we  
2 have Nowruz Monadic when it's Persian New Year. I make  
3 sure there's no food that's visible to Muslim patients  
4 during Ramadan.

5 You know, being respectful for patients'  
6 sensitivities. When I cross my legs in my office, if it's  
7 a Muslim patient, they never see the soles of my foot.  
8 The little things, they make a big difference.

9 CHAIR AHMADI: Thank you, sir.

10 What laws do you think the Commission must  
11 consider when redistricting -- when redrawing the  
12 districts?

13 MR. IMBASCIANI: You said laws?

14 CHAIR AHMADI: Yes.

15 MR. IMBASCIANI: Was that the operative word?

16 CHAIR AHMADI: Yes.

17 MR. IMBASCIANI: Yes. Well, I know you've all  
18 talked with people that have preceded me here, with the  
19 hierarchy. We have to start in a hierarchical manner.  
20 The law of the land, the 14<sup>th</sup> Amendment, equal protection.  
21 I've dug in a little bit into the relevant chapters of the  
22 Voting Rights Act sections, if you will, Sections 2 and  
23 Section 5.

24 And not only the laws of the State of California,  
25 but commentaries on them that have been very, very helpful

1 to me, most of them I have to admit from the Stanford  
2 Group, the IGS, Institute on Government Studies, where  
3 they have expostulated on the breakdown of the California  
4 part of the laws, equal population, compactness,  
5 contiguity, and so on.

6 CHAIR AHMADI: Okay. Thank you, sir.

7 I believe you wanted to share with us your  
8 experience about diversity in your medical group, would  
9 you want to share that?

10 MR. IMBASCIANI: Yeah, I'd be happy to because  
11 this is really germane. And I'm a beneficiary of it,  
12 also.

13 After Desert Storm was over, in 1991, I was  
14 looking for a position and I thought I would wind up in  
15 the Hudson Valley, but it was a particular time in  
16 medicine where groups were either contracting or merging,  
17 and I found an opening in Los Angeles.

18 And I probably would have gone back to New York at  
19 one point, but the rental house that I was living in, in  
20 the Hollywood Hills, was completely destroyed in the  
21 Northridge earthquake, with me in it, and it caused me to  
22 buy a house, and then I became a Californian.

23 And I looked around and stumbled upon the  
24 Permanente Medical Group, which I have come to see has  
25 lived up to all of its promises. It honors diversity not

1 only in its workforce, and we are -- the Kaiser Permanente  
2 enterprise -- the Kaiser Permanente enterprise is the  
3 second largest landholder and employer in California, it's  
4 a vast -- if it were not not-for-profit, it would be  
5 number 67 or 69 in the Fortune 500 Committee. And I'm one  
6 of their elected directors.

7 But what I love about the Medical Group is we put  
8 such a premium on the delivery of culturally competent  
9 care. And what I've brought, I'm not going to share them  
10 with you, but I do want to show them to you, we actually  
11 instruct our physicians regularly, through grand rounds,  
12 on how to deliver culturally competent care.

13 And we've come up with these manuals. This one is  
14 just on how to deliver culturally competent care to the  
15 African American population, to the lesbian/gay/bisexual,  
16 and transgendered population. Individuals with  
17 disabilities. Cuban Americans.

18 MS. HAMEL: Five minutes.

19 MR. IMBASCIANI: Asian and Pacific Islander  
20 populations, Latino populations.

21 I would have brought more if Southwest didn't have  
22 a weight restriction.

23 We have people from the Hasidic community visit us  
24 to explain what they're looking for. So, it's more than  
25 just not shaking hands with an orthodox woman, even when

1 she's the patient but, rather, with her husband. But,  
2 yet, making sure that I lay hands on the head of a Latino  
3 child, especially when "abuela" is there, because it means  
4 so much to them.

5           Once again, not false at all, it's what they are  
6 looking for to validate their experience.

7           And there's magic in the hands, it's a laying-on-  
8 of-hands profession and you've got to do it right. And we  
9 place such a premium on this that if you can't do it, if  
10 you can't tolerate or deal with cultural diversity in the  
11 workplace or with our patients, you're not with us very  
12 long.

13           CHAIR AHMADI: Okay. Thank you so much.

14           Since I'm running out of time, I don't have any  
15 more questions. but I have a request of you, please. You  
16 mentioned something in Arabic and then something in  
17 Persian. I can speak both languages, but for our public  
18 viewers would you mind translating those?

19           MR. IMBASCIANI: Oh, yes. The Arabic -- thank  
20 you. I was just saying what I say to every person I meet  
21 in Kuwait, or Bahrain, or Saudi Arabia in uniform, that,  
22 hello, my name is Vito, I'm a doctor, I'm also a high  
23 officer in the United States Army. And I usually add, in  
24 Arabic, that I studied my Arabic in a small little  
25 "madrassa", you know, a small little school in Beverly

1 Hills, you know, so on.

2 CHAIR AHMADI: Okay.

3 MR. IMBASCIANI: And I said in Persian Happy New  
4 Year.

5 CHAIR AHMADI: Thank you very much, sir. No more  
6 questions.

7 MR. IMBASCIANI: My pleasure.

8 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

9 VICE CHAIR CAMACHO: Thank you. Hello, Mr. --

10 MR. IMBASCIANI: Doctor. Dr. Imbasciani.

11 VICE CHAIR CAMACHO: Doctor.

12 Such an impressive career, such -- you've done so  
13 much in your life and over this time, and knowing seven  
14 different languages, that's six more than I know.

15 How did you gear up to meet the task of immunizing  
16 17,000 troops and are there any similarities from that  
17 challenge to serve on the Redistricting Commission?

18 MR. IMBASCIANI: Great question because there are  
19 absolutely. As I said, we have armories from the Oregon  
20 border right down to the Mexican border in every, almost  
21 every major community throughout the entire State.

22 I have an army, myself, as the State Surgeon of  
23 the California Army National Guard, an army of medics, and  
24 by law I am the responsible physician supervising all the  
25 physician assistants in the California Guard. And they

1 are, by the way, located in medical units throughout the  
2 State, they're also on the weapons of mass destruction  
3 teams, of which we in California have two, which is one  
4 more than any other state. These would be the people that  
5 would respond to any natural or terrorist threat to our  
6 State. So, I supervise them.

7           So, with all of this manpower I can lead from the  
8 top, I give them direction, here's the mission, immunize  
9 not just seasonal flue, but Swine flu. I need to immunize  
10 all 17,000 across the entire geography of the State, and  
11 usually between September 1 and New Year's Day.

12           So, they do the work. In a sense they draw the  
13 lines. And we divide the State, we figure out what our  
14 assets are, the teams. I have other peculiar  
15 responsibilities, I'm responsible for the chain of custody  
16 of the vaccines, by the way, that come from the National  
17 Vaccine Storehouse, it's a military asset.

18           How to deliver that in a safe manner? I have to  
19 come up with policies on what do we do when soldiers are  
20 pregnant, or just getting over whatever.

21           And then we figure out our vehicular assets, our  
22 manpower assets, put a person in charge, what we call a  
23 noncommissioned officer in charge and I send teams out. I  
24 don't actually do the shots. Once in a while if they're  
25 close by, I'll help out.

1           So, covering the vast geography of this State, the  
2 parallels are break it down into manageable units, but  
3 you've got to have an infrastructure in place below the  
4 decision making people. If you get the generals, or in  
5 this case, the lowly colonel, involved too much in the  
6 weeds, you get lost. You get lost in the details.

7           VICE CHAIR CAMACHO: Okay. You've talked about  
8 diversity, diversity within the Kaiser Permanente that  
9 you're associated with, or all of -- I think that's all of  
10 California, isn't that the Permanente that you're on the  
11 board?

12          MR. IMBASCIANI: Yeah, while Kaiser, the health  
13 plan and the national chain is a national entity, the  
14 Permanente Medical Groups there are seven, and California  
15 has two and we're separate. It's a corporation in the  
16 north and in the south. We are the largest partnership of  
17 any kind in the United States, the 5,000 partners.

18          VICE CHAIR CAMACHO: With that knowledge and  
19 everything, when you're -- when you've recruited health  
20 professionals into the Army National Guard, or if you had  
21 to do that for Kaiser Permanente, how did you get the word  
22 out to a very cultural diverse group that there was jobs  
23 available, so you could have a diverse staff?

24          MR. IMBASCIANI: Actually, you know, the clincher  
25 of signing someone up was to have them visit the Medical



1 Center and come to one of our physician lunches, and you  
2 look around the room and you go, oh, my heavens, this is  
3 every nation under the earth represented in my Medical  
4 Group, every religion.

5 But for the recruiting, we're so big we -- we have  
6 internalized to us, of course, but we have recruiters who  
7 have specialties. For example, someone only recruits for  
8 urology and goes to all the urological medical meetings  
9 and fairs.

10 But part of their presentation is there's this,  
11 there is a description of our workforce. And I, actually,  
12 have never observed them do that but it clearly is  
13 successful because of who we bring in. We have no  
14 problems with female physicians of child-bearing age so --

15 VICE CHAIR CAMACHO: So, you've been very  
16 fortunate on the individuals that you've been able to  
17 bring into your group?

18 MR. IMBASCIANI: Well, not fortunate in the sense  
19 that it was left to happenstance. We kind of screen them,  
20 make sure they're comfortable with the diversity. You've  
21 got to be comfortable with the diversity that's Southern  
22 California.

23 My hospital, as I mentioned in one of my essays,  
24 is 52 percent African American, 52 percent of my patients  
25 are black, and the other 48 percent are everything else.

1 A large proportion nearby in the Fairfax district, that's  
2 the old Jewish part of town.

3 So, I think the people realize that Southern  
4 California is diverse and then they come to the individual  
5 hospitals and see what the patient mix is there, and it's  
6 pretty clear it's going to be a marriage of their  
7 interests and ours.

8 VICE CHAIR CAMACHO: Okay. You've traveled  
9 extensively, you've lived in the East Coast and you've  
10 lived in California for some time. Tell us your favorite  
11 place in the State and why it's your favorite?

12 MR. IMBASCIANI: Ms. Camacho, that's a trick  
13 question, right?

14 (Laughter.)

15 VICE CHAIR CAMACHO: How did you guess.

16 MR. IMBASCIANI: Okay, okay. Okay. This is a  
17 very political process and you want me to risk alienating  
18 the other 57 counties?

19 (Laughter.)

20 MR. IMBASCIANI: But I do have a favorite place, I  
21 don't know if I can mention it though. But I can give you  
22 a really good answer, both for Medical Group and for  
23 military reasons I travel by air from Burbank to  
24 Sacramento a lot, and also by helicopter to all kinds of  
25 other places. And here is something august and majestic,

1 especially at night, of California at 20,000 feet, because  
2 it's an interplay with the physical grandeur, and I do  
3 have a special thing for mountains.

4           There's a Psalm from -- I'm not a religious  
5 person, but Psalm 120, I think, "and the strength of the  
6 hills is his, also."

7           The grandeur of California's physical beauty is  
8 such that it inspires belief in higher powers.

9           But to see it from the air, especially at night,  
10 with all the lights twinkling, you see how many -- how the  
11 creations of human culture, cities, civilization interacts  
12 with the grandeur of nature and it's beautiful.

13           Now, I believe that wholeheartedly, but that was  
14 also a very politic answer.

15           (Laughter.)

16           VICE CHAIR CAMACHO: Thank you, that was my last  
17 question.

18           MS. RAMIREZ-RIDGEWAY: Ms. Spano?

19           PANEL MEMBER SPANO: Good afternoon.

20           MR. IMBASCIANI: Hi.

21           PANEL MEMBER SPANO: Would you like to get a drink  
22 of water?

23           MR. IMBASCIANI: Yeah, thanks.

24           PANEL MEMBER SPANO: Oh, you're welcome.

25           MR. IMBASCIANI: Ready.

1           PANEL MEMBER SPANO: Okay. You state in your  
2 application that you are not a stranger to discrimination,  
3 perceived or real, but you have chosen to allow your life  
4 experiences to broaden your tolerances for all people  
5 rather than to restrict, out of bitterness or anger, your  
6 interactions with the larger world.

7           Can you tell us more about what you meant by this  
8 statement?

9           MR. IMBASCIANI: Uh-hum. Let me start, give you  
10 one example, maybe one you weren't expecting. I was a  
11 professor of music history for a while at Middlebury  
12 College. I love Middlebury, I love Vermont. I would  
13 describe when I got there the college faculty and, to a  
14 large extent, its student body as being very, very white  
15 Anglo Saxon Protestant.

16           And I actually felt a discrimination, not the kind  
17 you might have thought, but of being out of place as an  
18 Italian American. I had professors introduce me, in my  
19 own department, to other faculty members as, you know, I  
20 share a name with another very famous Vito, Corleone.  
21 And, you know, in a professional setting to be introduced  
22 as a godfather or as a consigliere, as if I had the  
23 soundtrack of the Godfather running in the back of my  
24 mind, you know.

25           My father does talk like Marlon Brando, but it was

1 his proximity to cigarettes and not consigliere that did  
2 it.

3           So, yeah, I felt I was in a distinct minority and  
4 I felt it. And I think that had something -- that had  
5 something to do with my pivot in my life. It also had to  
6 do -- at Middlebury college many, many of the students  
7 there were fortunate enough to come into trust funds as  
8 sophomores.

9           And I was teaching music history and, you know,  
10 not too many of the students, I thought, were going to  
11 perhaps go on in that field and I didn't know how much of  
12 an influence I was going to have in their lives. Many of  
13 their lives were determined at their birth by their  
14 grandparents' trust fund.

15           So, at that point medicine, which I had started  
16 studying as a college freshman, started to look more  
17 attractive. And it was a wonderful decision to go 35  
18 miles further up the road, to Burlington, where the  
19 College of Medicine is located, at the University of  
20 Vermont.

21           And the Dean of Students, who was a Yale  
22 pediatrician said, hmmm, we've been around for 180 years,  
23 we've never had a PhD in the humanities apply to medical  
24 school before. I said take a chance.

25           PANEL MEMBER SPANO: Did it seem that the acts of

1 bias or discrimination are more prevalent in the civilian  
2 world than in the military? Do you believe this is true,  
3 why or why not?

4 MR. IMBASCIANI: Yeah, the military has a code of  
5 conduct, and it can be violated, too. But I think if I  
6 were lower in rank, in years in tenure, I would suffer  
7 more from a certain bias. But being an officer high up, I  
8 mean, I'm only one rank below a general, and running --  
9 running an entity, the State's Surgeon's Office, that --  
10 so, the discrimination that's in the military, especially,  
11 for example, on don't ask/don't tell, it's there, but it's  
12 exercised at much lower levels, I think, in the military.

13 I don't know if I'm answering your question.

14 In the civilian world, in Los Angeles, I don't  
15 feel that at all.

16 And I appreciate the Panel's discretion, because  
17 there are other laws at work here.

18 PANEL MEMBER SPANO: Uh-hum. How would  
19 redistricting affect the many issues associated with bias  
20 and discrimination?

21 MR. IMBASCIANI: I'm sorry, say that again, I was  
22 stuck.

23 PANEL MEMBER SPANO: How would redistricting  
24 affect the many issues associated with the bias -- with  
25 bias and discrimination?

1 MR. IMBASCIANI: Yeah, there's a real problem  
2 because there are so many communities of interest in  
3 California, but voting is done geographically.

4 I mean, there are communities -- sure, there are  
5 Veterans all over the State and they'd probably love to  
6 vote as a block. There are people with disabilities,  
7 there are surfers, there are horse lovers, there are  
8 people who don't believe President Obama is an American  
9 citizen.

10 But these are all either virtual communities or  
11 disparate communities.

12 So, for example, I guess the gay and lesbian  
13 community, while it might have pockets in San Francisco,  
14 Los Angeles, maybe San Diego, but those pockets, even  
15 themselves, are very, very skewed toward I would say  
16 single -- single males.

17 Whereas the growing numbers of gay and lesbian  
18 Californians are probably, if they were ever part of those  
19 geographical communities fled them, or never were part of  
20 them, are in the suburbs raising children, like me.

21 PANEL MEMBER SPANO: You mentioned the don't  
22 ask/don't tell earlier, and in your statement you say on  
23 certain politics -- political topics you have strong  
24 opinions, but you listen especially to those of opposing  
25 views. This is especially true in your work around two

1 issues, the civil rights and gender-based issues, Prop. 8  
2 and don't ask/don't tell.

3 Can you tell us more about what you mean?

4 MR. IMBASCIANI: Yeah, constrained, of course, by  
5 other federal laws, I'm not eligible to go out and work  
6 publicly on any of those issues. I do fervently hope and  
7 believe that Prop. 8's days are numbered. I also think  
8 that don't ask/don't tell's days are numbered.

9 But my work on those has been, once again like my  
10 work on the boards, behind the scenes.

11 For example, I am a source of information and  
12 input to a number of law professors throughout the United  
13 States whose prime field of study are marriage equality  
14 laws and don't ask/don't tell.

15 I also advise people in the Pentagon, I'm not at  
16 liberty to say whom, but at the very highest levels of the  
17 military on practical issues of ending don't ask/don't  
18 tell.

19 PANEL MEMBER SPANO: You say the days are numbered  
20 on that, but can you elaborate?

21 MR. IMBASCIANI: Yeah, California's future in  
22 every single way is in its young, and I think with every  
23 year more and more people, young people become of voting  
24 age, it's just a matter of time.

25 Because if you believe the polls, I think those



1 kind of discriminatory, bigoted, I'll call it what it is,  
2 bigoted laws, they won't -- they won't be able to  
3 withstand the onslaught that's coming in the form of  
4 younger voters, who don't have the patience for it at all.

5 PANEL MEMBER SPANO: No tolerance.

6 MR. IMBASCIANI: No tolerance. That's a form of  
7 intolerance I look forward to.

8 PANEL MEMBER SPANO: How would these experiences  
9 inform your decision making as a Commissioner?

10 MR. IMBASCIANI: Well, I'm extraordinarily  
11 empathic. There is a quotation from a first century Latin  
12 poet, Terence, (speaking another language.) I'm going to  
13 translate, it should be the motto for the American  
14 Psychiatric Association, nothing alien -- "Nothing human  
15 is alien to me." Nothing human is alien to me.

16 I can imagine walking a mile in almost anyone's  
17 shoes. So, empathy will be extraordinarily important to  
18 the people that come before the committee -- the  
19 Commission. I'm not sure what the most important trait  
20 would be with respect to other Commissioners.

21 And I think that that comes out of life  
22 experience. Mine, in particular, from both of the small  
23 communities that I hail from, have sensitized me to an  
24 extraordinary level.

25 PANEL MEMBER SPANO: Strongly held and emotional

1 views over Prop. 8 issues will probably continue as the  
2 CRC does its work.

3 Will you be able to listen to both sides  
4 impartially and work for fair representation for all sides  
5 of this debate?

6 MR. IMBASCIANI: Yeah, you know, I follow the law.  
7 You know, I'm very proud of the fact that many people,  
8 whom I've worked with for years, don't even know my  
9 political affiliation because I can argue and listen. I  
10 am listed in the Democrat column, I think, right?

11 PANEL MEMBER SPANO: Uh-hum.

12 MR. IMBASCIANI: I'm not a partisan and I  
13 certainly won't act in a partisanship -- in a partisan way  
14 on the committee, nor will I tolerate partisanship from  
15 other Commissioners. I mean, that will be our first  
16 confrontation, we got to settle that one, if it raises its  
17 head at all.

18 Now, did I just take a left turn or --

19 PANEL MEMBER SPANO: No, no, not at all. I just  
20 want to give you some time to answer.

21 Let's talk about your prostate cancer study with  
22 African American men.

23 MR. IMBASCIANI: Yeah.

24 PANEL MEMBER SPANO: What was your role in  
25 conducting this research?

1           MR. IMBASCIANI: Oh, it was the prime mover. I  
2 treat prostate cancer and, once again, my hospital is 52  
3 percent African American, and I started getting these 48-  
4 49-year-old men with extraordinarily aggressive prostate  
5 cancer. Ten out of ten biopsies positive, and the  
6 aggressive scale, without going into the science, was off  
7 the charts.

8           And I started asking around to the urologists at  
9 other Kaiser Hospitals, they didn't have that problem.

10           So, I went to -- Kaiser Health Plan was very  
11 generous and gave me a grant, and we got census data for  
12 the 12 zip codes that are contiguous to my hospital, and  
13 we found out, you know, just what the demographics of the  
14 population were, and then we started an outreach program.  
15 And I had to use community help for that. I had patients  
16 who were black bishops, African American leaders of the  
17 Million Man March, you know, all of these.

18           And we had health fairs and I even went to some  
19 churches, right up in the pulpit and said, you know, God  
20 will love you if you help yourself, men, so you are at  
21 high risk, according to my research, for prostate cancer.  
22 You need a blood test and an appropriate physical exam.

23           And with the help of the community assets and sort  
24 of melding the medical necessity with the religious  
25 imperatives, we got a lot of men screened. We found

1 prostate cancer, I'm going to estimate, maybe 12 to 15  
2 lives saved a year by early intervention.

3 So, Census data can save lives.

4 PANEL MEMBER SPANO: That should be a bumper  
5 sticker.

6 MR. IMBASCIANI: Right. And this was -- this  
7 became a best practice. With further Kaiser money, we now  
8 have a PSA safety net, so that if one of our six million  
9 members gets a PSA and someone doesn't happen to notice  
10 that it's elevated, it will land on my desk and we'll  
11 track them down.

12 And this whole outreach program, besides being  
13 appreciated in the black community around my hospital, has  
14 gotten the Vohs Award, some national quality -- quality  
15 kind of awards. It's very gratifying.

16 PANEL MEMBER SPANO: Yeah, I can tell. I can  
17 tell.

18 What kinds of challenges did you initially face in  
19 reaching out to the African American males and then  
20 convincing them to join the study?

21 MR. IMBASCIANI: I don't want to be indelicate,  
22 but the only obstacle, you want to do what?

23 (Laughter.)

24 MR. IMBASCIANI: They don't mind the blood tests,  
25 but they mind everything else associated with the

1 screening.

2 PANEL MEMBER SPANO: I get what you're saying.

3 MR. IMBASCIANI: Thank you. Thank you.

4 PANEL MEMBER SPANO: Was this one of many studies  
5 or is this ongoing?

6 MR. IMBASCIANI: Oh, it's very, very much ongoing.  
7 We've adjusted our whole template, national screening for  
8 prostate cancers starts usually at age 50, but in our  
9 group, now, it's age 40 if you are African American, and  
10 age 40 if you have a prime male blood relative with  
11 prostate cancer.

12 MS. HAMEL: Five minutes.

13 PANEL MEMBER SPANO: Thank you. What have you  
14 learned from this experience that would apply to the work  
15 of the Commission?

16 MR. IMBASCIANI: We're all God's children. You  
17 know, we're all in this together. I'm not color blind,  
18 but I kind of act it. And I know that color blindness,  
19 according to the studies on redistricting, is a double-  
20 edged sword, because color blindness can often  
21 disenfranchise minority groups. So, that's one of the  
22 issues that we have to study and get smart on.

23 It comes back to empathy and -- empathy and  
24 humility. What you do for -- and a little bit of  
25 selfishness, too, what you do for a small group of people

1 health wise has wider health affects throughout  
2 California.

3 One of the challenges for public health is -- and  
4 some people say, well, why should we -- why should we pay  
5 for the health care of people who don't belong here?

6 Well, one of the reasons is Typhoid Mary, do you  
7 really want her not to be treated, do you really want  
8 somebody with tuberculosis, that's drug-resistant, not  
9 being treated and walking the streets of L.A., or San  
10 Francisco, or Long Beach?

11 And so, I'm not making an argument for the health  
12 care for undocumented people, but there are public health  
13 issues that don't care where you draw lines.

14 PANEL MEMBER SPANO: How tough is it to hear those  
15 types of issues and opposition, if you're selected as a  
16 Commissioner, having to hear this at a public meeting?

17 MR. IMBASCIANI: I think I'll be able to  
18 articulate contrary views quite strongly. I'm not worried  
19 about that.

20 Yes, you're right from a purely political view,  
21 but let's look at a different way of looking at it. How  
22 about the health of your kids, right, let's --  
23 immunization, you know.

24 The people that don't immunize their children, for  
25 example, are they relying on the herd immunity that all

1 the rest of us afford them? And what if their children  
2 were to get sick with whooping cough and then infect  
3 everybody else in the class, you know. It's a conflict  
4 between autonomy of parents for their children and the  
5 greater public good. It's going to be a constant  
6 struggle.

7 PANEL MEMBER SPANO: Thank you.

8 MR. IMBASCIANI: My pleasure.

9 Counsel

10 MS. RAMIREZ-RIDGEWAY: Panelists, are there  
11 follow-up questions?

12 VICE CHAIR CAMACHO: No.

13 CHAIR AHMADI: No.

14 MS. RAMIREZ-RIDGEWAY: Ms. Spano, your hand  
15 signal, so I'm not going to close at this late hour.

16 I don't actually have any questions of this  
17 Applicant, either.

18 Did you want to take a moment, Ms. Spano, and  
19 review your notes?

20 PANEL MEMBER SPANO: Just a quick peak.

21 MS. RAMIREZ-RIDGEWAY: Sure.

22 PANEL MEMBER SPANO: We have plenty of time on the  
23 clock.

24 MS. RAMIREZ-RIDGEWAY: Twenty-six minutes.

25 PANEL MEMBER SPANO: Okay, I'm ready.

1           You state that you're familiar with the logistical  
2 and geographic challenges inherent in large undertakings,  
3 especially one affecting health and the well-being of  
4 fellow citizens. Given your experience, what are some of  
5 the logistical challenges that the CRC will face?

6           MR. IMBASCIANI: Logistics is a military term.

7           (Laughter.)

8           MR. IMBASCIANI: So, it involves the deployment of  
9 large forces and it also involves supply. And we have  
10 supply needs on the Commission. And I don't have to go  
11 through the details, but it's going to be hiring talent  
12 and acquiring data, all four types of data. The Census  
13 data, you know, I'm spacing here, the geographical data,  
14 the polling data, and the data on communities of interest  
15 that can only come from public testimonies.

16           And then there's the logistics of covering the  
17 entire State to afford people the opportunities to meet  
18 the Commission face to face.

19           Now, whether it's face to physical face, or face  
20 to an electronic face, you know, we got to do some of  
21 both.

22           I could easily see, maybe, the committee having  
23 its internal meetings electronically and then the physical  
24 meetings with the public, in person.

25           PANEL MEMBER SPANO: Uh-hum.



1           MR. IMBASCIANI: So, but the experience of having  
2   been all over, you know, whether inoculating 17,000, or  
3   creating precincts of 17,000 all over, I don't know what  
4   the difference would be.

5           PANEL MEMBER SPANO: I guess you won't be poking  
6   everybody when you get out there?

7           (Laughter.)

8           MR. IMBASCIANI: Maybe the Commission could kill  
9   two birds with one stone and --

10          PANEL MEMBER SPANO: We'll inoculate you if you  
11   come to the meeting. Okay.

12          (Laughter.)

13          PANEL MEMBER SPANO: Do you foresee any serious  
14   geographical challenges for the Commission?

15          MR. IMBASCIANI: Sure. You know, the Democrats  
16   are all on the coast, the Republicans are all in the  
17   valley and, you know, if you're going to make districts,  
18   how do you -- it's hard to -- especially when you look at  
19   nesting, if you're going to nest, whether by aggregation  
20   or by division on the coast and in the valley, you're  
21   going to get red districts or blue districts, because you  
22   can go this way, or at least not very easily.

23                 So, yeah, there are geographical, for sure. The  
24   natural boundaries of Mother Nature, the final map is not  
25   going to look like a checkerboard or a chessboard.

1           Is that the kind of geographical challenge you  
2 meant?

3           PANEL MEMBER SPANO: Sure, sure.

4           I don't know if we asked this already, but what do  
5 you see in the qualities in hiring consultants for the  
6 Commission, what would you like to see?

7           MR. IMBASCIANI: Yeah, I want -- I want team  
8 players. I'm not sure, as one of the people earlier today  
9 said, that he'd be comfortable with partisans even if  
10 he -- as long as he knew their partisanship up front.

11           I'm not sure that's what we want, I think we want  
12 team players, people that are going to work for the spirit  
13 and the letter of this law, which is to create balanced,  
14 more representative districts.

15           As far as the kind of talent, well, you know, many  
16 of the people of the social science, I'm -- how do I say  
17 this, I'm wondering if the committee might not hire some  
18 of the people who applied as Applicants, even this late in  
19 the game, because of their extraordinary -- you've really  
20 done an incredible job picking people -- extraordinary  
21 knowledge and experience in demographics, and  
22 redistricting experience. And if they'd be willing to  
23 function in that capacity, I don't know.

24           We're talking about the technical expertise, now,  
25 right not the secretarial and --

1 PANEL MEMBER SPANO: Any consultants you foresee  
2 that would be absolutely necessary for the Commission,  
3 that you think would help?

4 MR. IMBASCIANI: Oh, I see. Yeah, we'll need  
5 legal.

6 PANEL MEMBER SPANO: Legal, uh-hum.

7 MR. IMBASCIANI: We'll need people to give me a  
8 primer or tutorial on the Voting Rights Act, and other  
9 fine -- finer points of redistricting.

10 I don't know if we need professors. I don't think  
11 we want anyone who has a vested interest in deriving  
12 future benefit from their work on the committee, either  
13 electorally speaking, running for office, or to write  
14 books about it because they got to do it.

15 I don't have -- I've got two young, Mexican  
16 American boys I'm trying to raise, and with the laws that  
17 you placed on the Commission of not running for office and  
18 stuff, so I don't think you have to worry about me.

19 PANEL MEMBER SPANO: Thank you. Thank you.

20 MS. RAMIREZ-RIDGEWAY: Additional questions,  
21 Panelists?

22 CHAIR AHMADI: No.

23 VICE CHAIR CAMACHO: No.

24 MS. RAMIREZ-RIDGEWAY: We have about 20 minutes  
25 remaining on the clock. Dr. Imbasciani, if you'd like to

1 make a closing statement?

2 MR. IMBASCIANI: I would, at the risk of just  
3 keeping you for a few minutes, because I have some  
4 wonderful things to say to you.

5 First of all, I think I'll start with me and then  
6 I'll go to you.

7 I think my life, it's amazing this experience,  
8 this opportunity you've given me to look back and write  
9 those essays, which I loved doing for you, that my life  
10 has prepared me really well for this exercise of civic  
11 responsibility.

12 It was the first President John Adams that said "I  
13 study war and politics that my sons may study mathematics,  
14 philosophy, commerce, agriculture, that their sons may  
15 study painting, poetry, music and architecture."

16 And John Adams, when he said this, he gave a grand  
17 vision not only of his -- the evolution of himself, but of  
18 his family and his nation.

19 And I think it's a dream that dwells in the breast  
20 of every single American alive.

21 And I'm just so grateful that by the opportunities  
22 that were given to me, coming from that little Italian  
23 community on the Hudson River, and the scholarship monies,  
24 my education cost me actually very, very little, that my  
25 own life trajectory embodies this ideal of President

1 Adams.

2           It's an education that has made me well versed in  
3 the three systems of truth and there are three systems of  
4 truth. They don't overlap necessarily. And I summarize  
5 them, to keep them straight in my own mind, by calling  
6 them the priest, the professor, and the rat, the lab rat.

7           There are theological truths, like the prime mover  
8 that religious people use to prove the existence of God,  
9 and those proofs can't be touched by any other system.  
10 You can't statistically prove it or use logic.

11           The professor, however, uses logic and syllogisms  
12 to prove certain things. For example, all men are mortal.  
13 I am a man, therefore I am mortal.

14           But especially in medicine, the Medical School at  
15 Vermont and Yale have trained me well in the third system  
16 of truth, the lab rate, statistical truths. Some people  
17 might say that's an oxymoron.

18           But physicians have to use this system of truth  
19 every time they pick up a journal article that purports to  
20 come up with new -- some new way of treating some disease,  
21 some new technique or instrument.

22           So, I'm very, very well based, well versed in  
23 samples populations, and reading an article and deciding  
24 whether the author has inadvertently used an inappropriate  
25 statistical instrument, like a student t-test, where he

1 should have used something much more sophisticated like  
2 analysis of variance.

3 And, finally, as a doctor, can bring the concept  
4 of clinical relevance. Let's say you claim that you've  
5 invented a drug that will cure breast cancer, but it  
6 happens to kill half of the females that you give it to,  
7 in addition to the cancer. Is it clinically relevant? And  
8 that's something only a doctor can decide. That's why  
9 statisticians don't get to decide whether you get  
10 radiation or chemotherapy.

11 So, I think I'm -- I think I'm in the right place  
12 for this.

13 I thank you for this opportunity to become part of  
14 California's history or at least to have a shot at it.

15 And in treating me and all the other Applicants  
16 with the respect and professionalism that you have shown,  
17 you honor not just me and the other 119 Applicants,  
18 actually 30,000 of them, but you honor all Californians.

19 And you have imbued the Commission, even though it  
20 is not yet born, with a dignity that it both needs and  
21 deserves.

22 So, thank you for your own transparency,  
23 efficiency and your own organizational skills. I think  
24 you've become a model for all other governmental agencies.

25 And I hope that at some point in the future we can

1 all toast our mutual success, which I think comes not in  
2 November 2011, but on election night November 2012.

3 Thank you.

4 CHAIR AHMADI: Thank you so much.

5 PANEL MEMBER SPANO: Thank you.

6 VICE CHAIR CAMACHO: Thank you.

7 MS. RAMIREZ-RIDGEWAY: Thank you so much for  
8 coming to see us, Dr. Imbasciani.

9 MR. IMBASCIANI: It's my pleasure.

10 MS. RAMIREZ-RIDGEWAY: Let's recess until 9:14  
11 tomorrow.

12 (Recess at 5:44 p.m.)

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